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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from the Connecticut State Department of Education; reaction reports from teachers, administrators, and State ESEA Title I personnel; onsite visitations by Title I staff; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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CONNECTICUT EVALUATION

OF

TITLE I OF THE ELEMENTARY AND SECONDARY ACT

FOR

FISCAL YEAR 1970

As Required by the U.S. Office of Education
Program Information Bulletin #235
Letter, May 22, 1970

Submitted by Connecticut State Department of Education
Division of Instructional Services
Bureau of Compensatory and Community
Educational Services

January, 1971

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CONNECTICUT EVALUATION OF TITLE I OF THE
ELEMENTARY AND SECONDARY ACT FOR FISCAL YEAR 1970

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1. Title I Program Statistics. Basic statistics for fiscal year 1970 related to the operation of Title I, ESEA, in the State of Connecticut were as follows:

   A. Connecticut has 169 local school districts.

   B. The number of local educational agencies participating was 154 with 191 school year components and 109 summer length components. Fifteen LEA's did not participate in Title I ESEA programs.

   C. During FY 1970, there were 140 Title I ESEA program components for which evaluations were accomplished using standardized test instruments.

   D. An unduplicated number of pupils participating in Title I program components was 37,061 enrolled in public schools and 4,444 enrolled in non-public schools.

2. SEA Visitations to LEA. The Connecticut State Department of Education continued to develop its Title I programs on the premise that the entire Division of Instructional Services should provide the consultative services needed by local school districts. Each participating school district is assigned a major liason consultant who acts as the primary agent of the State Department of Education. Twenty-six major consultants are presently assigned to school districts with Title I programs. Included in the twenty-six are the four consultants assigned on a full-time basis to the Title I effort in Connecticut. The percentage of communities being assisted with increased services from the Bureau of Compensatory and Community Educational Services increased significantly. As the need arises, each major consultant uses other professional persons in the

Division when their special expertise is needed. It is estimated these twenty-six major consultants have made a minimum of 580 visits to local school districts for the purpose of offering consultative help. Some staff members visited frequently, others visited only occasionally. In addition to staff visits, evaluators from the largest Connecticut towns met three times during the year. Title I coordinators from the seven largest towns met twice.

In terms of frequency, the types of visits made by the consultants of the Connecticut State Department of Education were as follows:

1. Visits to observe operating programs	38%
2. Resolution of fiscal problems	4
3. Redefinition of program directions	
a. based on past evaluations	18
b. based on Federal guidelines	25
4. Establishing new programs	9
5. Not defined	6

3. Changes in SEA's Procedures. During the past five years, the State Department of Education has taken many steps to improve the quality of Title I programs. It has constantly kept the lines of communication open between LEAs to:

A. Improve the understanding of the importance of behaviorally oriented objectives with goal limitations to give better directions to program implementations

B. Assist in the development of a high level of professional competency in program personnel

C. Assist in the improvement of evaluation designs through workshops

D. Disseminate information on the best program and evaluation designs operating within the State at the present time

All of these efforts are reflected finally in the present effective, on-going integrated, quality educational programs, that are no longer models. A few of these programs are:

PROJECT CONCERN - A regional integrated educational program which will have a 50% increase in FY 1971.

MOTHERS READINESS - An inner city preschool program operated by persons in target neighborhoods.

HAMDEN-NEW HAVEN COOPERATIVE EDUCATIONAL CENTER - Provides programs of Preschool, Follow Through, Vocational Education and Independent Study.

NONPUBLIC LEARNING CENTERS - Inner city reading and mathematics centers jointly funded by Title I and State Act for Disadvantaged Children in Hartford.

CONNECTICUT FOLLOW THROUGH - A continued upward expansion of pre-kindergarten through the primary grades in Connecticut's largest cities.

BRIDGEPORT READING CLINICS - Elementary reading clinics providing intensive individual and small group help for target children.

CLAUDE CHESTER EDUCATIONAL CENTER*- The fifth year of operation of a total school re-structured educational effort.

In addition to the continued improvement of the Connecticut Title I effort as noted by these few examples of a large number of programs, the State Department is constantly working with school districts to analyze and revise their programs on the basis of their evaluation results. At this point, the evaluation of programs has become the primary way in which to develop more effective results for Title I efforts. Because of numerous requests for the development of a longitudinal assessment design related to behavioral changes in children that could be measured with standardized instruments, the State Department of Education pursued this direction. The several criteria established for this design were:

1. Inexpensive
2. Standardized instruments
3. Ease of administration
4. Measures one large important area
5. Fairly long range (five years)

The final design of several articulated instruments is, Evaluating Progress of Children in Follow Through Programs.** Increasingly, this design is becoming an important element of many Connecticut compensatory education programs. This plan attempts to assist in the evaluation of the development of children's language skills. It establishes a

* Attachment A ** Attachment B

procedure for a five year period that will give some indication of how well children are doing in the development of language skills. Language was chosen because it is one of the common cognitive goals toward which all Follow Through programs should strive. The plan in no way was presented as the only or complete evaluation for annual assessment.

As in previous years, the SEA has maintained a high level during FY 1970 of dissemination of information to Connecticut school districts concerning compensatory education programs with the following memoranda:

"Title I, ESEA Application Procedures"
"Priorities in Evaluating Title I and SADC Programs"
"FY 1970 Title I Application Forms Including Comparability Requirement"
"Evaluating Progress of Children in Follow Through Programs"

Copies of these memoranda have been included as Attachments in this report.

4. Effect Upon Educational Achievment

A1. Achievement:

Two different sources provide up-to-date pertinent information about reading achievement of Connecticut Title I children. The main source of information about reading achievement and school readiness of Title I children was obtained from Title I evaluation reports from local school districts submitted for FY 1970 to the Connecticut State Department of Education. The second source is a Three Year Summary of Hartford Project Concern,* released in November 1970. This study is included as an attachment.

These sources provide the following findings:

1. Standardized reading tests results for 7,774 children who received Title I program services showed a reading rate of gain per year of 1.0 years based on national normative data. These findings are from 97 programs involving 69 local school districts. Fifty-six percent of these children are from Connecticut's largest cities.

2. Standardized arithmetic test results for 1,557 children who received Title I program services showed an arithmetic rate of gain per year of 1.0 years based on national normative data. These findings represent the results of 21 programs involving 16 local school districts.

3. Standardized readiness test results for 990 children in preschool and primary readiness programs indicate normal or better than normal progress in 14 of 21 Title I programs for which test results were reported. Five of the seven programs not indicating normal progress were summer programs.

*Attachment C

4. A study of reading grade placement level of 290 Project Concern children from Hartford is included in Attachments. These results indicate that as a group, Concern children score higher in reading level than Hartford inner city children up through the fifth grade; the earlier a child starts in the Project and the longer he remains in the program, the closer he will come to the grade mean, and the higher the grade a Project Concern child enters the suburban school, the further below grade level he will be in reading.

The above results have been judged exemplary gains for disadvantaged children whose school performance has not generally equaled national norms of standardized tests. They also indicate that Title I compensatory programs are an effective force in improving the school performance of disadvantaged children in Connecticut.

A2. School Year Attendance, Grade Promotion, and School Dropout Rates

Besides test results, three other measures of effectiveness are reported for Title I children. School year attendance statistics are reported for three consecutive years, grade promotion practices for five years, and school dropout rates for these children and youth for three years.

Prior to 1967-68, the Office of Education required that attendance and dropout statistics be collected for all children in Title I schools thus obscuring for the first two years of this legislation the results for children served directly by Title I programs. Hence, the attendance and dropout statistics are available for only three years instead of the five years that could have been available at this time.

In deciding to collect these three statistics for Title I children, the State Department of Education was equally interested in obtaining some indication of what statistics might have been if these children had not received the services of Title I programs over these years. The Department's Bureau of Research and Statistics had the best comparison information that could serve this purpose. School year attendance for all the public school children of the state was collected annually from each school system up through school year 1968-69. Grade promotion and school dropout statistics were collected annually for the years from 1966-67 through 1968-69. This source, therefore, provided two comparisons for Title I children's attendance, grade promotion, and school dropout statistics: (1) a "statewide all public school children" comparison, and (2) a comparison made up of "public school children of the same grade levels and in

the same towns where Title I children are served". It should be pointed out though, that Title I children are included in each of the two comparison group statistics.

The following paragraphs and the graph on page 9 then, indicate the attendance, grade promotion, and school dropout statistics for Title I children and also for two comparison groups.

School Year Attendance Results

1. The percentage of school year attendance of Title I children was 89.62% in 1969-70 (N=24,400). In 1967-68, the rate was 87.75% (N=36,300), and in 1968-69, it was 89.78% (N=29,000). Attendance figures are based on 58% of all Title I children in 1967-68, 71% of all Title I children in 1968-69, and for 70% of all Title I children in 1969-70.

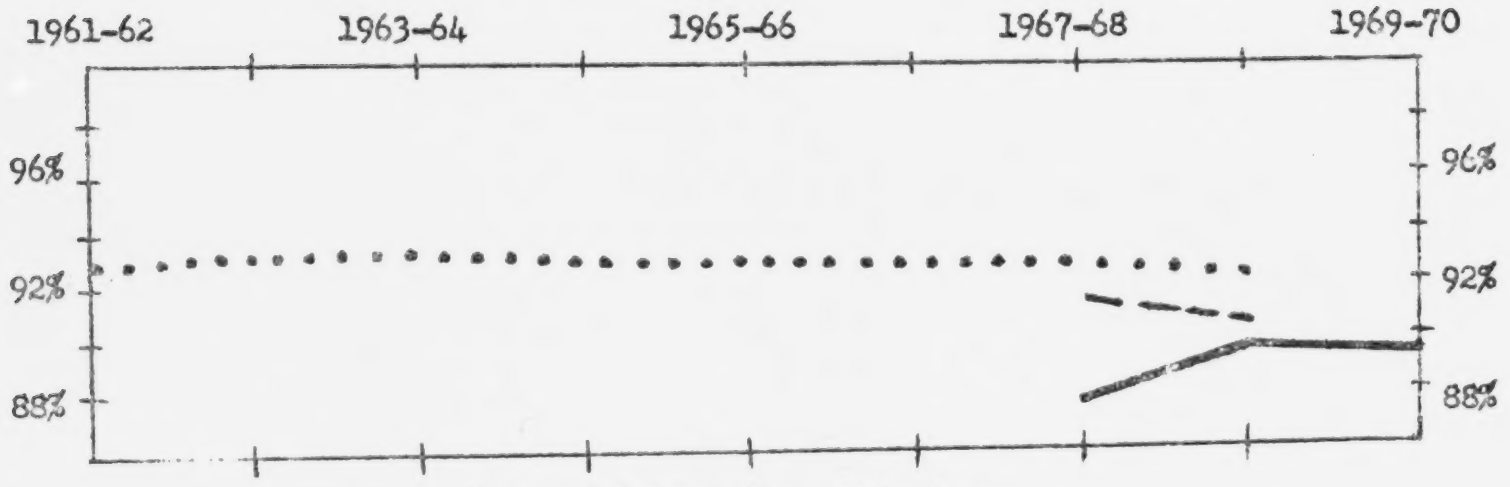
2. In towns having Title I programs, school year attendance for public school children of the same grade level as Title I children was 91.41% in 1967-68 (N=373,000), and 90.58% in 1968-69 (N=342,000). No data are available for other years.

3. The percentage of school year attendance for all Connecticut public school children over the last nine years has been a somewhat stable, slightly declining statistic ranging from 93.10% in 1961-62 (N=498,000) to 92.27% in 1968-69 (N=631,000).

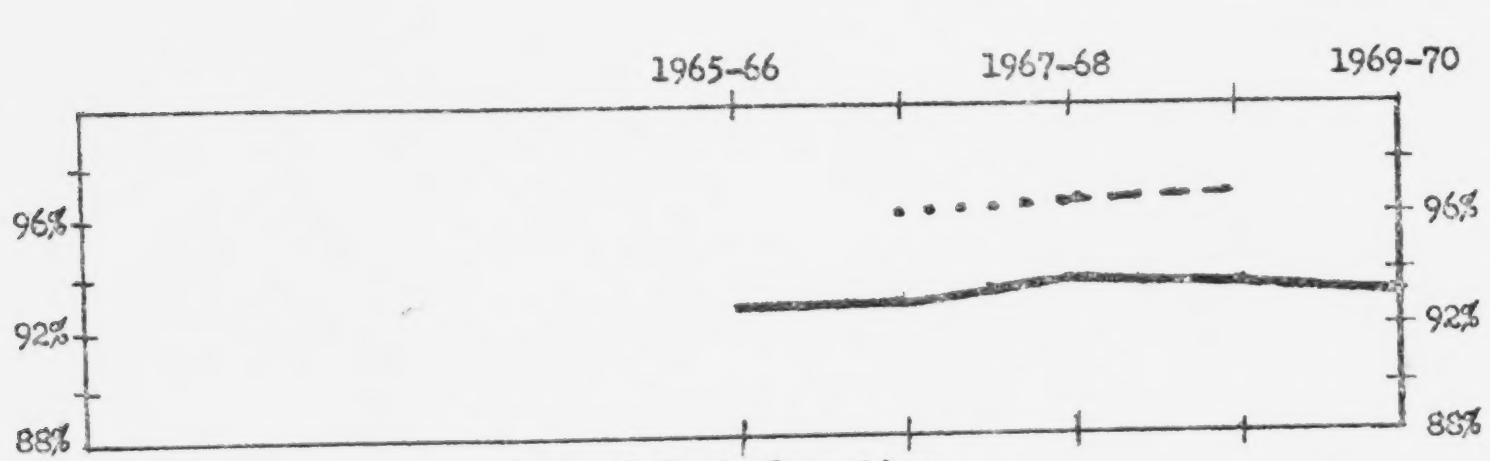
For the second consecutive year, Title I children attended school for almost 90 percent of all school days. Before these two years, Title I children attended school approximately 88 percent of the time. This two percent gain is viewed as improved school attendance for Title I children when compared to the somewhat stable, slightly declining attendance pattern of all Connecticut public school children over the period from 1961 to 1969. When the attendance of public school children of the same grade level as Title I children are examined (1967-1969)

TITLE I ESEA

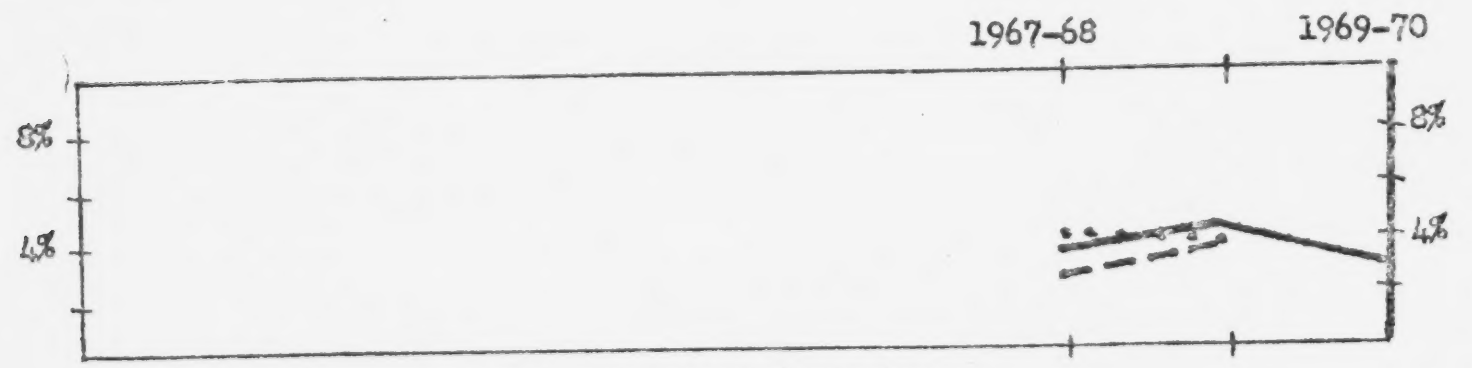
SCHOOL YEAR ATTENDANCE, PROMOTIONS, AND DROPOUTS



Rate of School Year Attendance



Rate of Grade Promotions



Rate of School Dropouts

Title I Children

Comparison Group

Statewide

the pattern is almost the same as for the "all Connecticut public school children" comparison. The important point is that the percentage of attendance for Title I children increased one year and held the increase for a second consecutive year over a period when the state's public school attendance rate was declining slightly.

Improved attendance in and of itself is not too meaningful. However, when school year attendance of pupils is found to be the highest positive correlate of school achievement (.65) in large city schools of Connecticut (University of Connecticut-State Department of Education Study, 1970), the statistic becomes one of the two most important measures of Title I program success in terms of changes in Title I children. In addition to its correlation with school achievement, school year attendance may also be the best indication of the hard-to-measure objective ... children's attitudes.

Grade Promotion Results

1. Grade promotion statistics for Title I children (N=34,000 in 1969-70) spans a five year period. The percentage of children promoted each year changed from 92.53% in 1965-66 to 92.82% in 1966-67, to 93.80% in 1967-68, to 93.67% in 1968-69, to 93.11% in 1969-70. The 1969-70 grade promotion figure is based on 82 percent of all Title I children.

2. In towns having Title I programs, grade promotion rates for public school children of the same grade level as Title I children were 96.45% in 1967-68 (N=313,000), and 96.77% in 1968-69 (N=345,000). No data are available for other years.

3. The grade promotion rates for all Connecticut public school children were 96.28% in 1966-67 (N=545,000) and 96.50% in 1967-68 (N=570,000).

Title I children were promoted at an increasing rate for the first three years of the legislation and then the trend changed.

In the last two years, promotion rates for Title I children have decreased slightly but discernibly.

Whether children are promoted to the next grade level at the end of a school year seems to have little relevance to children's achievement as measured by tests or to children's attendance during the school year. A study of large-city school achievement in Connecticut (University of Connecticut-State Department of Education, 1970) showed a correlation factor of .16 between promotion rates and school achievement, and a correlation factor of .09 between promotion rates and school year attendance. For this reason, the slightly decreasing grade promotion rates are not contradictory to the substantial gains made on standardized tests or to the improved school school year attendance of children reported in the preceding sections of this report.

School Dropout Results

1. School dropout statistics for Title I youth in grades 7 through 12 was 3.07% in 1969-70 (N=5206). In 1967-68, the rate was 3.56% (N=7321), and in 1968-69, it was 4.40% (N=4410). School dropout figures are based on 81% of all grade 7-12 Title I youth in 1967-68, 57% in 1968-69, and 96% in 1969-70.

2. Grade 7 through 12 Title I youth made up 15% of all Title I recipients in 1967-68, 19% in 1968-69, and 13% in 1969-70.

3. In towns having Title I programs for youth in grades 7 through 12, the dropout rate for all public school children in these grade levels was 2.84% in 1967-68 (N=120,000) and 3.71% in 1968-69 (N=80,764). No data are available for other years.

4. The rate of school dropouts for youth from Connecticut high schools was 4.10% in 1966-67 (N=150,000), and 3.97% in 1967-68 (N=155,000). No data are available for other years.

In interpreting dropout rates for grade 7 through 12 Title I youth, it should be kept in mind that this statistic deals with less than a fifth of all Title I recipients for any given school year.

The 1969-70 Title I youth dropout rate was the lowest level of school droports for the three year period reported. However, there is an inconsistency in that the statistic goes from a low level to a higher level and then returns to "a lowest level reported" over the three year period. Also, the graph on page 9 shows conflict between comparison group data. Hence, a discernible trend cannot be reported for this measure at this point.

B. Characteristics of Title I Programs Most Effective in Improving Educational Achievement

Although it is very difficult to grossly change the school performance of disadvantaged children who are below grade level in achievement, twenty-two programs have been designated which have relevance to this point. All of these programs had children who were a year or more behind grade level at pretesting and yet made achievement gains equal to or surpassing national norms. Twelve other programs came close to meeting these criteria. These figures represent a significant increase not only in programs showing exceptional gain but in the number of children served by them.

Nineteen of the above twenty-two programs, serving 2,865 children had a mean reading rate of gain per year of 1.15 years based on national normative data. Of these number of children, 1,906 were from Connecticuts' three largest cities. In addition these reading scores were from a program population of 5,044 who were served but only 2,865 paired pre and post tests were available.

The per pupil cost of these efforts for 5,044 children was $289,000.

There were three effective arithmetic programs offering specific instruction in this discipline to 417 children. There was a total of 147 paired pre and post tests available for assessment. These programs had children one or more years below grade in arithmetic and the mean arithmetic rate of gain per year was 1.3 based on national normative data.

The important characteristics of the effective programs revolved around the concentration of services and was demonstrated in three or more of the following means by each of the effective programs:

Limited number of children
High staff ratio
Funds placed in one school
Narrow grade span of services
One or more hours of service per child per day

C. Per Pupil Expenditure

Title I programs selected as effective in improving educational achievement during FY 1970 averaged a per pupil expenditure for programs of $289.00. This is a reduction from the $305.00 per pupil cost in FY 1969. The State average per pupil expenditure for all Title I programs in Connecticut for FY 1970 was $218.00. The average per pupil expenditure for FY 1969 was $206.00.

The most objective standard available for determining effective Title I educational programs was the standardized test gains by children in the programs. The costs of programs was based on the combined federal and state funds made available for compensatory programs in each town.

When programs results for the effective reading programs are ranked according to the mean reading rate of gain per year,* the better reading gains were made by children in the higher per pupil cost programs. (Sixty percent of effective programs in the upper half were also in the upper half in per pupil costs.)

5. Effect of Title I on SEA and LEA's

Three operating principles, t . of which were implemented during FY 1969, the third the latter part of FY 1970, were enhancing Connect's Title I program efforts for the disadvantaged.

1. The per-pupil expenditure for Title I programs must be a minimum of $300. To do this, school districts must identify target groups of children and provide massive efforts to improve their success in school.

2. Deprived children in non-public schools must be provided Title I services similar to those given their counterparts in the public schools. The success of this policy

*Attachment D

is reflected in the significant increase in the number of non-public children served during FY 1970.

3. During FY 1970, all applicant LEA's were requested to demonstrate comparability by showing that with respect to the use of State and local funds the ratios of pupils to teachers, pupils to other non-professionals are no higher for the Title I areas than for the non-Title I areas. Also, in terms of the variety, scope and degree of participation, the special services provided with State and local funds in the Title I areas should be comparable to those in non-Title I areas.

Title I activities in the State Department of Education have been increasingly directed toward the program development responsibilities of the Department rather than remaining strictly administrative.

Another important aspect of Title I activities related to the efforts of the Department in program development is reflected in two areas: LEA's are making more and better longitudinal assessments of the results of their efforts for disadvantaged youth and their planning is on longer range goals with better year to year articulation of program efforts.

The concept of parent involvement as advisory groups continued to evolve this past year. The increase in some areas has been due in part to expansion of Head Start advisory groups where there are articulated programs with Follow Through.

This past year also witnessed increased awareness and participation of the non-public schools in the problems of inner city children and youth. Through Title I funds the parochial and independent schools in Connecticut are becoming more deeply involved in the education of urban pupils. This effort appears to be gathering momentum as witnessed by the significant increases in the numbers of non-public children served over the past three years.

6. Funds Provided by the State for the Disadvantaged

During Fiscal Year 1970, the State of Connecticut provided $7,996,800 to increase the educational opportunities of deprived children and youth. Through "An Act Concerning State Aid for Disadvantaged Children," Connecticut has almost doubled the resources available in the State for this pervasive work and in so doing joins a very small group of states in the Nation who have recognized the importance of the Title I effort by making a significant committment of State funds.

Through the provisions of Connecticut's own "State Act for Disadvantaged Children," every school district received an entitlement which is slightly less than their Title I allocation. These funds are used to increase the effectiveness of programs of compensatory education and to serve more of our deprived children.

The 1967 Connecticut Legislature passed legislation making it mandatory to provide special education programs and facilities for exceptional children ("deviates either intellectually, physically, socially, or emotionally so markedly from normally expected growth and development patterns that he is or will be unable to progress effectively in a regular school program and needs a special class, instruction or special services"). This Act established a reimbursement formula of two-thirds of the amount by which special education costs exceed the per-pupil cost of educating all pupils in the school district.

During 1969-70, $10,972,986 was expended by communities in providing programs and services under this State legislation. A conservative estimate establishes that $3,000,000 of this amount went into additional special services for disadvantaged children and youth. Adding this to other State and Federal funds wouldindicate an amount not less than $20,000,000 for

supplementary and special educational services to the disadvantaged children and youth of Connecticut.

Summary of Grant Amounts Provided by the State of Connecticut

	Dept. of Comm. Affairs	Special Education	Disadvantaged Children
1965-66			$3,447,381
1966-67		$3,913,605	$5,820,427
1967-68		5,007,610	6,155,638
1968-69	$200,000	7,247,174	6,913,299
1969-70		10,972,986	7,996,800

7. Title I Services to Children Enrolled in Non-Public Schools

In terms of the non-public schools, the Title I office works closely with diocesan district administrators who have been assigned full-time to this area of compensatory education related to Federal and State grant program. This committee reflects expanded areas of cooperation and participation and the assigned SEA consultant is in daily communication with the non-public effort. Continued cooperation with a committee formed in 1969, which includes representatives of the three Catholic dioceses of Connecticut has improved the quality of the programs and promoted a marked increase in the anumbers of children served. This committee meets frequently with officials from the large cities and the State Department of Education to clarify issues and identify problems related to Title I. A psoitive outcome of this joint effort has been a yearly average increase of 16% for the past three years of the number of youth being served. During FY 1970 the increase of the number of youth served was 29%. Note Attachment E.

8. Teacher/Teacher Aide Training

During FY 1970, sixty local education agencies provided teacher/teacher aide in-service training programs to more than eight hundred participants.

The programs generally were of a few weeks duration rather than several months or a school semester. Any long-term training of teacher aides is carried on in the colleges and universities with almost every institution providing training from a few courses to organized one and two year associate programs.

The general pattern of training programs developed by LEA's indicates the training of the staff would be accomplished in two steps. The first would be in the form of in-service training through regular meetings of the project's staff and teachers with the program director.

The second phase of the in-service training program would involve work with selected specialists in the broad areas of communication and numbers, with in-depth breakdowns in reading, languages, spelling, mathematics and the specific learning characteristics and difficulities of the disadvantaged population which is their immediate concern.

The programs have provided training for aides in remedial techniques with emphasis in reading and mathematics, training in the area of special education, the psychology of young children and adolescents, administering tests under the teacher's direction, clerical and record-keeping skills, operating audio visual equipment and increasing their own knowledge in the basic skill areas.

The main direction of the training programs for aides would indicate the majority of them would be used as instructional aides in classrooms. There is an indication in the present planning of workshop content of a shift in direction from the improvement of participant skills in handling cognitive content to an increased concern for the affective areas - those areas that guide and motivate children to develop positive behavior patterns towards academic learning. There is an increased interest on the

part of teachers for a better understanding of the particular children in their classes — their values, attitudes, self-image, development of learning patterns and the relevancy of their teaching methods and academic materials as they relate to these children.

The Bridgeport in-service program for teachers and aides is a good example of the direction the large and medium size Connecticut communities are moving. They involve staff in training during the school year and during the summer. The school year program is built generally around meetings on released time and after shcool basis with project leaders, consultant and special teachers. They attempt to resolve operational problems and also clarify content and work responsibilities of the staff. The Bridgeport aides participated in sessions totaling twenty to thirty hours. In addition there is a continual on-the-job effort by classroom teachers, principal, special area consultants and project coordinators to up-grade staff competency.

Twice during the school year, there is an evaluation of the work of the aide by the teacher, principal, coordinator and the consultants with the aide herself participating in the final assessment.

The summer training programs seem to be where the major esphasis is placed and they revelve around three types of staff. In Bridgeport over one hundred teachers new to the system attend workshop sessions from three to five days. A team which includes four experienced teachers, a parent-community committee and other resource people from the community assists in the planning and implementing of the complete workshop. The second kind of workshop is carried on for the teachers of Spanish-speaking children. This provides preparation for present staff and new staff (both professional and paraprofessional) to amplify language services in

support of the growing needs of non-English-speaking pupils. This effort attempts to provide adequate personnel to implement both bilingual and effective ESL programs.

The third type of in-service program provides opportunities for present Pre-Kindergarten and Follow-Through staff and new staff (both professional) to refine curriculum and instructional methods in a comprehensive early childhood education program. These Follow-Through workshops run from three to five weeks, depending on staff experience. Staff training is an important part of the early childhood effort.

It is estimated that the cost of in-service training per staff member noted above this past year was approximately $200, with the funds coming from Federal, State, and local sources with considerable in-kind contributions.

All of Connecticut's large cities have programs similar to and including most or all of the elements described above. Connecticut's secondary and medium size cities also provide some of the trainign services described above with the major exception being the Spanish language workshops which are exclusive with the larger cities.

9. Parent and Community Involvement

There has been increase in parent and community involvement in educational program planning on two dimensions. There has been an increase in the larger communities in the numbers of groups and parents participating and the medium and small communities have set up ad hoc advisory committees to work with school personnel in planning and assessing compensatory programs. However, these actions have not been problem free.

The Danbury school system has had for several years an Advisory Council for its Follow-Through and Head Start programs which is composed of the following: four Follow-Through parents, four non-Follow-Through parents, one member from the Danbury Community Action Committee, one member from the Danbury School Department and two members from the Danbury community at large.

Effective parent participation has been ensured by periodic notices by radio stations, local newspapers, Community Action participation, church announcements, clergy and merchant involvement, home visits by Community Action workers and direct school personnel contact.

The Danbury program provides more than twenty activities specifically designed for parent involvement, with at least five activities designed for parents as paid staff members with the recruiting of these parents being from the low-income areas of the city.

This Danbury program of carefully planned parent involvement seems to offer a rationale that is consistent with others in the State.

The major effort in Bridgeport to increase community and parent involvement in educational program efforts has been to draw as many community organizations and people into cooperative arrangements in relation to the planning, organization, selection of staff, recruiting and screening aides, implementation and assessment of the programs for disadvantaged children.

Strong community and parent involvement has helped to ensure continuing success for the following programs: Neighborhood Youth Corps, Head Start, Center for Interim Education, Fairfield University High School Youth Program,

Comprehensive Reading-Language Program, Follow-Through Program and the Lincoln School Desegregation Project.

The following are a few of the organizations which have made significant contributions to the Bridgeport educational efforts for disadvantaged children: YMCA, YWCA, YMHA, CDAP, Women's Service Bureau, numerous Housing Development Councils, Neighborhood Councils, and Neighborhood ABCD (CAA Agency),

Over the past several years a close liasion between the community and specific school programs has been the key elemsnt of this effort.

Parent involvement as volunteers and study groups continue to be a critical part of the Bridgeport Pre-Kindergarten and Follow-Through Programs.

Experience has shown in Connecticut that the size of and the dispersion of the disadvantaged population in any community has a direct bearing on the amount of parent involvement that can be generated within advisory groups in educational programs -- the larger the community, the larger the disadvantaged population and the easier it is to generate parent interest in participating in advisory groups activities.

LIST OF ATTACHMENTS TO THIS EVALUATION

A. Fourth Year Review of Reading Achievement in Claude Chester School

B. Evaluating Progress of Children in Follow Through Programs

C. Three Year Summary of Hartford Project Concern

D. Effective Reading Programs

E. Participation of Children Enrolled in Non-Public Schools

F. Title I Children, Standardized Reading Test Results, 1969-70

G. Title I Children, Standardized Readiness Test Results, 1969-70

H. School Year Attendance of Title I Children and Youth, 1969-70
Title I Children Grade Promotions, 1969-70
Title I Youth School Dropouts, 1969-70

I. Application Procedures for Title I

J. Priorities in Evaluating Title I Programs

K. Application For Grant, Including Comparability Requirement

L. Evaluation Document, Title I FY 1970

November, 1970

Attachment A

FOURTH YEAR REVIEW OF READING ACHIEVEMENT

CLAUDE CHESTER SCHOOL

Groton, Connecticut

DESIGN OF STUDY - Ex-Post Facto

1. Populations:

   A. Experimental - N=71 — three, grade three classes, Claude Chester, target school - with four years of compensatory education

   B. Control - N=74 — three, grade three classes, a companion, non-target area school, same community, no disadvantaged children

2. Method of Assessment:

   A. Instrument: Durrell-Sullivan Achievement Test of Reading, Word Meaning and Paragraph Meaning

   B. Test Date: May 1970, all six classes tested by the same examiner

   C. Study Hypothesis: No significant difference in Reading Achievement of the two groups at the end of grade three

3. Review of Data:

	Control	Experimental	Grade Expectations at time of Test
Word Meaning	4.59	4.05	3.60
Para. Meaning	4.61	4.10	3.80

4. Findings:

   There is no significant difference in the mean reading scores on the Durrell-Sullivan Achievement Test for Reading, between the groups from the target area school and the non-target school.

5. Implications:

   Children from a target area disadvantaged school after four years of supplementary compensatory educational services appear to score as high on a standardized reading test as a group of like age and grade children in the same school system from a "middle class" neighborhood school with no disadvantaged children.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Instructional Services
Hartford

Evaluating Progress of Children in Follow Through Programs

Purpose and Background

The purpose of Follow Through programs is to provide increased educational opportunities for inner city children from the Headstart years up through grade three. The expectation is that these children will be more successful in school and eventually in the mainstream of society as a result of a sustained integrated effort in the early grades.

There are some common goals toward which all Follow Through programs should strive. One such goal is the development of children's language skills. The purpose of the following plan is to establish a procedure for a five year period that will give some indication of how well children are doing in development of language skills.

The presented plan in no way is considered a complete evaluation especially for annual assessment. The single goal chosen represents only one of more than a few important objectives of Follow Through programs.

Population and Program Records

It is as important to know the details about the population being served and the specific intervention being carried out as it is to have consistent feedback from a measuring instrument.

The following records are a necessity:

1. Characteristics of children in the program (age, parent occup., sex, race)
2. Accounts of children entering and leaving the five year program
3. Description of the educational intervention each year for the 5 year period giving elements of the program, duration, staff, and cost

Instruments for Measuring Children's Language Development

The choice of instruments can be any that validly and objectively assess language development. The choice should involve the use of instruments already being used in the town if and when possible so that local norms become available and testing costs are kept reasonable. The following are three instruments that can be used to span the five year period:

1. The Peabody Picture Vocabulary Test is considered a verbal measure of receptive language.

2. The Metropolitan Readiness Test gives a Total Readiness score based on the areas of word meaning, listening, matching, and alphabet.

3. The Metropolitan Achievement Test (Prim I, Prim II, & Elem: Reading Subtest) measures the student's ability to handle reading content.

Testing Schedule and Assessment Procedures

Year 1: Test in fall of Pre K with PPVT --- determine the mean raw score for group; convert to percentile using the appropriate norm table.

Test in spring of Pre K with PPVT --- determine the mean raw score for group; convert to percentile using the appropriate norm table.

INTERPRET the difference between the two percentile scores for the group compared to national norm expectations.

*Note below

Year 2: Test in spring of K with MRT --- determine the mean total readiness score for group; convert to percentile using the appropriate norm table.

INTERPRET the difference between the percentile score for the spring of Year 1 and the percentile score for the spring of Year 2 for the group and compare to national and local (if available) norm expectations.

Year 3: Test in spring of grade 1 with MAT (Primary I: Reading) --- determine the mean raw score for group; convert to a standard score using the test manual conversion table; and convert the derived standard score to a percentile using the test manual norms.

INTERPRET the difference between the percentile socre for the spring of Year 2 and the percentile score for the spring of Year 3 for the group and compare to national and local (if available) norm expectations.

Year 4: Test in spring of grade 2 with MAT (Primary II: Reading) --- determine the mean raw score for group; convert to a standard score using the test manual conversion table; and convert the derived standard score to a percentile using the test manual norms.

INTERPRET the difference between the percentile score for the spring of Year 3 and percentile score for the spring of Year 4 for the group and compare to national and local (if available) norm expectations.

Year 5: Test in spring of grade 3 with MAT (Elementary: Reading) --- determine the mean raw score for group; convert to a standard score using the test manual conversion table; and convert the derived standard score to a percentile using the test manual norms.

INTERPRET the difference between the percentile score for the spring of Year 4 and the percentile score for the spring of Year 5 for the group and compare to national and local (if available) norm expectations.

* Test in fall with PPVT children who have not had the PPVT in Pre K or who are entering program for the first time.

Annually and at the end of a five year period, one could ascertain whether the Follow Through children were setting a language development pattern of falling behind, equaling, or exceeding the language development of the typically normal American child and/or all other children of the same age level in town as can be measured by tests.

Other Considerations

Since Follow Through programs bring children together with backgrounds representative of the city wide population as a whole, the Follow Through evaluation plan should include some year to year feedback on the progress of the most seriously disadvantaged children in the program. Therefore, a system of identifying disadvantagement should be designated at the outset so that this segment of the program population can be reported on.

A serious limitation of any five year longitudinal study is the high student mobility rate that is sometimes found in parts of large cities. It is possible that the most seriously disadvantaged children in a Follow Through program could completely turnover in the five year period of the program. Hence, the evaluation plan should be providing information on not less than 100 children in Year 1 and Year 2. The 100 children may well be in five to seven Centers scattered throughout the city. Therefore, the evaluation plan should provide year to year feedback for each Center so that the staff in each Center have the opportunity to know how well the children in their programs are progressing.

Source For Materials

Peabody Picture Vocabulary Test:	American Guidance Service, Inc. 3433 Walnut Street Philadelphia 4, Pa.
Metropolitan Readiness Test:	Harcourt, Brace and World, Inc. Test Department 757 Third Ave. New York, N.Y. 10017
Metropolitan Achievement Tests:	Harcourt, Brace and World, Inc. Test Department 757 Third Ave. New York, N.Y. 10017

VR & TC: mk
(9/4/69)

Attachment C.

A THREE YEAR SUMMARY

OF

HARTFORD PROJECT CONCERN

(A PROGRAM OF URBAN-SUBURBAN COOPERATION)

Thomas Crane
Bureau of Compensatory and Community Educational Services
Connecticut State Department of Education
Hartford, Connecticut

October 1970

A THREE YEAR SUMMARY
OF
HARTFORD PROJECT CONCERN
(A Program of Urban-Suburban Cooperation)

Introduction

Now in its fourth year of operation, Project Concern is no longer considered to be an experiment in the Hartford area but rather an operating educational program in participating school systems. Although the evidence is clear that the children participating in the Hartford Project Concern as well as those in the New Haven area are making significant educational gains, it is important to carry on a continuous evaluation of the program so that new insights into the process be gained. With this thought in mind, the Connecticut State Department of Education completed this three-year summary evaluation of Project Concern recognizing a limited objective and wishing only to add to the knowledge already secured from previous studies of the program.

Study Objectives

Aware of the importance of reading gains in the evaluation of any educational program, it was decided to concentrate on this area of the program and provide as thorough analysis as possible of this specific component of school achievement. This concentration on reading gains should in no way detract from the important social benefits derived by Project Concern pupils. These social benefits were thoroughly measured during the experimental phase of the project and were reported in a document entitled, "A Report on The Effectiveness of Suburban School Placement For Inner-City Youth", prepared by Dr. Thomas Mahan in 1968. Therefore, the specific objective of this study was to determine the relationship of reading levels of Project Concern children with their grade placements in suburban schools.

This objective or problem attempted to answer the following questions:

1. What was the reading achievement of Project Concern children as measured by standardized tests when compared to the normal reading expectancy of all children measured by these instruments?

2. What was the effect of early or late grade placement on the reading achievement of Project Concern children as measured by standardized tests?

3. What effect did the number of participating years have on the reading achievement of Project Concern children as measured by standardized test results?

4. What was the relationships of the reading achievement of Project Concern children as measured by standardized test results with the achievement of similar children in the validated schools which formerly enrolled these Project Concern children?

Limitations of the Study

Using a random procedure in selecting Project Concern children and analyzing the children participating in Project Concern, there is no questionthat the children are representative of the student bodies of the schools from which they come. Therefore, a control group was not deemed to be necessary and the relationships of this study are drawn on two bases: 1) relationship to standardized test norms and 2) relationship to the student bodies of the validated or low-income schools in Hartford.

Of the target population of 752 Project Concern children attending public and non-public schools in suburban school districts outside the city of Hartford, it was found that 406 children had no useable test results. This situation occurred because of one of the following reasons:

1. Too short a time in the Project town	182
2. The communities did no testing in the primary grades . .	185
3. Students absent during test administration	12
4. Administration of partial tests	10
5. Considered to be unable to take test and provide valid scores	17
	406

Current year results of standardized reading achievement tests were found for 346 children. The following is a breakdown of the standardized tests used in the participating suburban school districts and provided the test scores for this study:

Iowa Test Basic Skills	178 children
Wide Range Achievement Test	27 children
Metropolitan Achievement Test	70 children
Stanford Achievement Test	25 children
Science Research Associates Achievement	23 children
Gates MacGinitie	23 children
Grade 1 through 8 total	346

In view of the test scores available, it was decided to limit the analysis of reading scores in this evaluation to Grades one through five. Little test information was available for kindergarten children and of the total, only fifty-six (56) Project Concern children in grades six, seven, and eight had suitable test results. Therefore, this analysis is limited to the test results achieved by two hundred ninety (290) Project Concern children in grades one through five. This represents 48 percent of the Project Concern children enrolled in these grades.

Methodology

Restricting the analysis to grades one through five, the grade placement score was used in all cases as an element which all six tests had in common. This represents the average achievement of children of a designated chronological age in the national norm sample. Each year or unit of the grade placement scale is subdivided into decimal parts corresponding to ten months of the normal school year. A grade placement score of 5.2 indicates it is the average achievement of students in the month of November in the fifth grade. A score of 4.0 represents the average achievement of a child in the fourth grade in the month of September.

A reading grade placement score was calculated for each child using the difference in grade placement level for the class and the child's most recent reading achievement test administered as a part of the town's testing program. No special testing was done as a part of this review. Only results obtained from town testing programs were used in which Project Concern children were tested at the same time and under the same conditions as suburban children.

Chart A presents test information on 290 children with the following grade distributions and groups them by grade and the number of year's participation in Project Concern.

Grade One - 42	Grade Three - 56	Grade Five - 61
Grade Two - 71	Grade Four - 60	

CHART A

READING GRADE PLACEMENT LEVELS OF 290 PROJECT CONCERN CHILDREN IN SUBURBAN TOWNS

ONE, TWO, OR THREE YEARS

PRESENT GRADE	YEARS IN PROJECT	NUMBER OF CHILDREN	SUM OF DIFFERENCE IN GRADE PLACEMENT SCORE		MEAN DIFFERENCE IN GRADE PLACEMENT SCORE	END OF YEAR MEAN GRADE PLACEMENT SCORE
One	One	36	+ 5.5		+ .15	2.15
	Two	3	- .2		- .07	1.93
	Three	3	+ 1.0		+ .33	2.33
	Totals:	42	+ 6.3	Means:	+ .15	2.15
Two	One	38	-19.2		- .5	2.5
	Two	16	- 4.8		- .3	2.7
	Three	17	- 1.1		- .06	2.94
	Totals:	71	-25.1	Means:	- .35	2.65
Three	One	29	-20.1		- .69	3.31
	Two	10	- 3.9		- .39	3.61
	Three	17	- 6.1		- .36	3.64
	Totals:	56	-30.1	Means:	- .53	3.47
Four	One	40	-44.1		-1.1	3.9
	Two	4	- 8.0		-2.0	3.0
	Three	16	-15.5		- .97	4.03
	Totals:	60	-67.6	Means:	-1.12	3.88
Five	One	28	-41.9		-1.5	4.5
	Two	10	-10.1		-1.0	5.0
	Three	23	-12.9		- .55	5.45
	Totals:	61	-64.9	Means:	-1.04	4.96

CHART A-1

READING GRADE PLACEMENT LEVELS BY GRADES

PRESENT GRADE	NUMBER OF CHILDREN	SUM OF DIFFERENCE IN GRADE PLACEMENT SCORE	MEAN DIFFERENCE IN GRADE PLACEMENT SCORE - END OF YEAR
One	42	+ 6.3	+ .15
Two	71	-25.1	- .35
Three	56	-30.1	- .53
Four	60	-67.6	-1.12
Five	61	-64.9	-1.04

Project Concern children in grade one are one and one half months ahead of grade level; grade two children are three and one half months below grade level; grade three children are five and one third months below grade level; grade four children are one year and one month below grade level; and grade five children are one year below grade level. It should be noted that each grade includes children in the Project from one through three years with the majority in their first year in the suburban community.

These results indicate that as a group, Project Concern children score higher in reading level than Hartford inner city children up through the fifth grade. The most recent reading achievement test information on Hartford inner city children in the fourth grade indicates they are as a group, one year and two months below grade (1.23). They also indicate the earlier a child starts in the Project and the longer he remains in the program, the closer he will come to the grade mean. They also show that the higher the grade a Project Concern child enters the suburban school, the further below grade level he will be in reading.

CHART A-2

MEAN DIFFERENCE IN GRADE PLACEMENT SCORES BY YEARS IN THE PROJECT

YEARS IN PROJECT		GRADE ONE	TWO	THREE	FOUR	FIVE	TOTALS	MEAN DIFF.
One	Number	36	38	29	40	28	171	
	Sum of Difference	+5.5	-19.2	-20.1	-44.1	-41.9	-119.8	
	Mean Difference	+.15	- .5	- .69	- 1.1	- 1.5		-.70
Two	Number	3	16	10	4	10	43	
	Sum of Difference	- .2	-4.8	-3.9	-8.0	-10.1	-27.0	
	Mean Difference	- .07	- .3	- .39	-2.0	-1.0		-.63
Three	Number	3	17	17	16	23	76	
	Sum of Difference	+1.0	-1.1	-6.1	-15.5	-12.9	-34.6	
	Mean Difference	+ .33	- .06	- .36	- .97	- .55		-.45

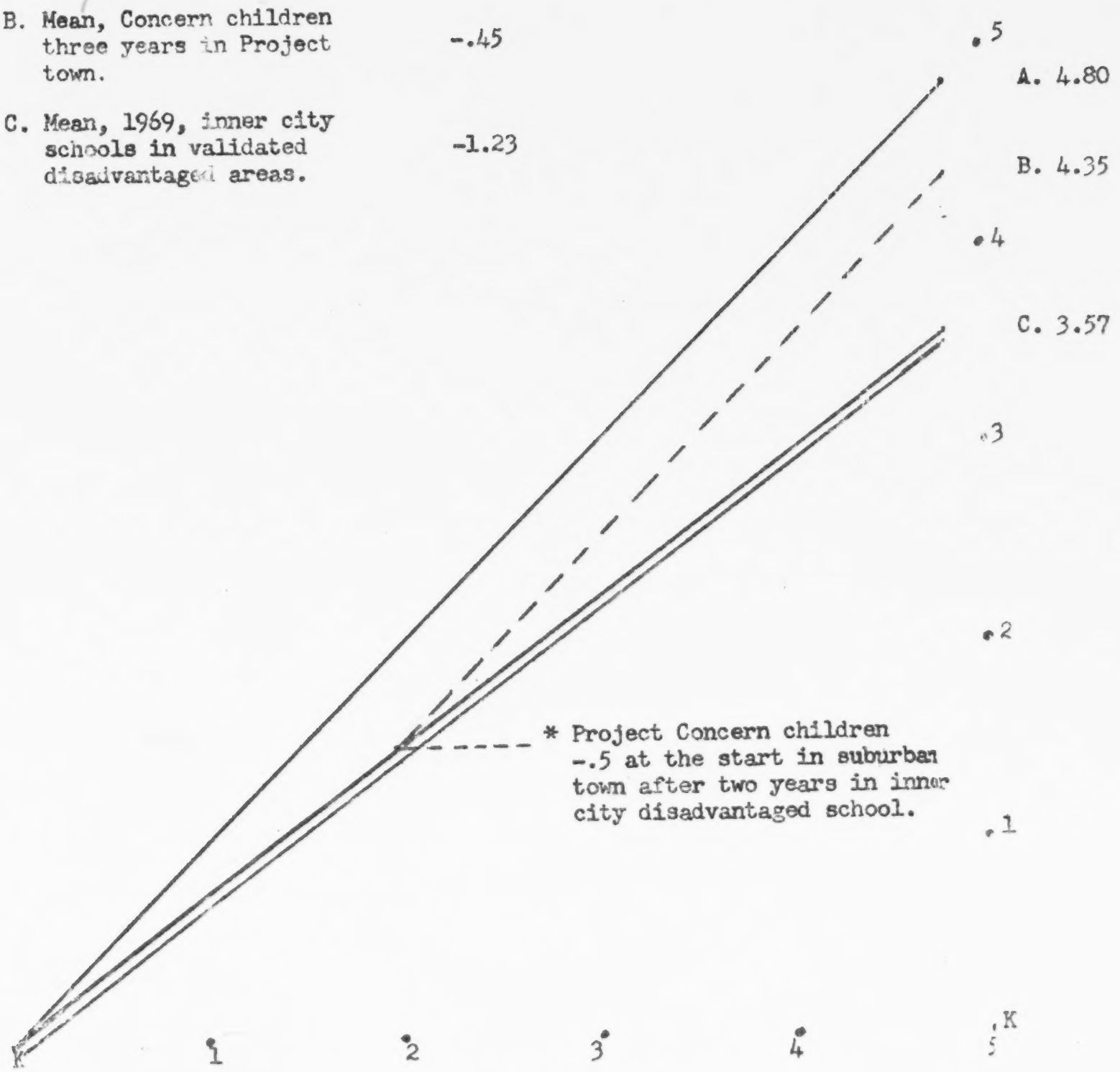
Project Concern children, one year in the program in grades one through five are seven months below grade on the average; those children two years in the program are a little over six months below grade on the average and those children in the program three years in grades one through five are four and one half months below grade.

CHART B

A COMPARISON OF GRADE FOUR SCORES

(By Grade Equivalents)

POPULATION	POSITION
A. Mean population grade level placement.	0
B. Mean, Concern children three years in Project town.	-.45
C. Mean, 1969, inner city schools in validated disadvantaged areas.	-1.23



Conclusions and Recommendations

It seems important at this point of the report to repeat that the study was accomplished to secure evidence related to Project Concern and not to fulfill the requirements of a research design showing clear "cause and effect" relationships which were provided when the project was in its experimental stage. (See "A Report on the Effectiveness of Suburban School Placement for Inner-City Youth" published in 1968). Further, the study is limited in its scope and is not intended to be exhaustive in analyzing all factors operating in the project. This report is intended to provide new evidence dealing with the effectiveness of this educational program and should be used in concert with data secured from other evaluation efforts.

The evidence secured from this study seems to indicate the following:

1. Project Concern is bringing the children close to the reading levels of the overall population as this factor is measured by standardized test results. For children at the earliest grade levels, they are as a group at grade level or above. Further, the reading deficits of enrolling children are being reduced by the project. (Information provided by Chart B shows that Project Concern children in the fourth grade read a year ahead of their counterparts in validated inner-city schools. This same chart shows that by the fourth grade, Project Concern children, are as a group within a half a year of reading at grade level.)

2. Project Concern is most effective for children at the kindergarten and first grade level before reading deficits have occurred.(Chart A shows that Project Concern children in the early grades who have not experienced the isolated education of inner-city schools are approximately at grade level in reading or above.)

3. Project Concern reading success is related to the number of years children are in the project. There is a positive relationship between the number of years in the project and the reduction of reading deficits of the group.(An analysis of reading deficits See Chart A , when they are related to the number of years children participate in Project Concern indicate a constant pattern of growth toward reading at grade level as they accumulate more years of participation in this inter-community effort. With the exception of two instances with small numbers of children involved, Chart A shows that at each grade level reading achievement improves in relation to seniority of the children in the project.)

4. Project Concern children achieve more in reading than similar children remaining in the validated schools of Hartford. (See Chart B and Conclusion #1, above).

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EFFECTIVE READING PROGRAMS

Attachment D

TOWN	PRGM. NO.	TOTAL SERVED	TOTAL TESTS	PER PUPIL COSTS	READING RATE OF GAIN/YEAR
Stonington		112	86	$ 568	1.95
Norwalk	103-7	333	55	365	1.43
Enfield	49-2	131	122	449	1.36
Bristol	17-B	33	33	330	1.31
Putnam	116-IP	61	61	340	1.30
Colchester	28-1	93	70	280	1.28
Putnam	116-PG	45	42	340	1.20
Plymouth	111-1	78	70	324	1.20
Hartford	64-P	863	605	215	1.19
Fairfield	51-7	45	25	594	1.18
Bristol	17-G	67	30	532	1.18
Bridgeport	761	387	387	306	1.12
Greenwich	57-5	193	54	390	1.10
Bridgeport	15-1A	1175	676	274	1.10
Winchester	162-1	91	52	496	1.00
Winchester	-	-	20	220	1.00
Norwalk	103-7	-	23	365	1.00
Middletown	83-1	580	216	275	1.00
New Haven	93-9	757	238	193	1.00
		5,044	2,865		

PARTICIPATION OF CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS, 1969-70

Town	Children Served	Category of Intervention	Duration of Prgrm.
Ansonia	54	Tutorial, Reading	s.y.
Bethel	5	Remedial,Basic Skills	s.y.
Branford	39	Reading Assistance	s.y.
Bridgeport	384	Remedial Reading Clinics	s.y.
Bristol	48	Remedial Reading	s.y.
Brookfield	26	Remedial Reading	sum.
Danbury	29	Language Arts Centers	s.y.
Derby	12	Remedial Basics	s.y.
E.Hartford	20	Pre-School Readiness	s.y.
Enfield	27	Remedial Reading	s.y.
Fairfield	4	Remedial Reading, Mathematics	s.y.
Greenwich	2	Learning Centers	s.y.
Griswold	41	Remedial, Small Groups	s.y.
Groton	7	Remedial, Basic Skills	s.y.
Hamden	10	Materials Center	s.y.
Hartford	1,022	Learning Centers	s.y.
Hartford	415	Learning Centers	sum.
Killingly	25	Remedial Reading	s.y.
Manchester	21	Remedial Reading, Mathematics	s.y.
Manchester	13	Remedial Reading, Mathematics	sum.
Meriden	90	Individual Instruction, Basics	s.y.
Middletown	72	Basic Skills Help	s.y.
Monroe	8	Remedial Basics	s.y.
New Britain	237	Remedial Basics	s.y.
New Canaan	4	Tutorial	sum.
New Hartford	16	Remedial Reading	s.y.
New Haven	806	Basic Reading, Mathematics	s.y.
New Haven	420	Basic Reading, Mathematics	sum.
Newington	2	Basic Skills	sum.
New London	28	Reading Help	s.y.
New Milford	28	Remedial Reading	s.y.
Norwalk	6	Drop-Out Prevention	s.y.
Norwich	65	Supplementary Reading, Mathematics	s.y.
Norwich	32	Supplementary Read.,Math.	s.y.
Portland	8	Tutorial, Read. Math.	s.y.
Putnam	14	Remedial Reading	s.y.
Putnam	20	Remedial Reading	sum.
Stamford	70	Remedial Reading	s.y.

PARTICIPATION OF CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS, 1969-70

Town	Children Served	Category of Intervention	Duration of Prgrm.
Stonington	5	Remedial Clinic	s.y.
Stratford	1	Vocational Counseling	s.y.
Suffield	4	Diagnostic Clinic	s.y.
Thomaston	18	Remedial Read.,Math.	s.y.
Thompson	8	Tutorial, Reading	s.y.
Torrington	1	Pre-School Readiness	sum.
Vernon	48	Reading, Mathematics Remedial	sum.
Waterbury	100	Basic Skills	s.y.
W. Hartford	45	Remedial Reading	s.y.
W.Haven	47	Reading Center	s.y.
Wilton	1	Remedial Reading	sum.
Winchester	11	Remedial Reading	s.y.
Windham	25	Reading Center	s.y.

TOTALS:

55 Programs

4,444 Children Served

43 Programs of School Year Duration

12 Programs of Summer or Less Than a School Year

Attachment F

TITLE I CHILDREN STANDARDIZED READING TEST RESULTS, 1969-70

1A Results from the Largest Core Cities and Secondary Towns

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument: Subtest	Type Score	Pre	Post	Gain	Exptd Gain
A-15-1	96	3	SY	Gates MacG. Voc., Comp.	GE	1.7	2.1	.4	.7
	225	4	SY		GE	1.8	2.6	.8	.7
	276	5	SY		GE	2.6	3.3	.7	.7
	39	9	SY		GE	3.8	4.9	1.1	.7
	23	10	SY		GE	4.2	5.2	1.0	.7
	9	11	SY		GE	4.3	5.7	1.4	.7
	8	12	SY		GE	5.5	7.0	1.5	.7
				No. of children: 676			Rate of gain/year:		1.1
B-57-6	14	7	SY	SAT reading	GE	5.2	5.9	.7	.6
	7	8	SY		GE	6.6	6.4	-.2	.6
				No. of children: 21			Rate of gain/year:		.67
B-57-7	6	7	SY	SAT Para.Meaning	GE	5.1	6.1	1.0	1.0
	7	8	SY		GE	6.1	7.1	1.0	1.0
				No. of children: 13			Rate of gain/year:		1.0
A-95-1	9	2-4	SY	Gates MacG. Voc.,Comp.	GE	1.8	2.2	.4	.9
	11	2-4	SY		GE	2.1	2.4	.3	.9
	18	5-6	SY		GE	2.9	3.5	.6	.9
	28	7-8	SY		GE	4.3	5.1	.8	.9
				No. of children: 66			Rate of gain/year:		.68
A-103-7	8	2	SY	Gates MacG.Word Para.Sent.	GE	1.0	1.7	.7	1.0
English	2	3	SY		GE	1.2	2.4	1.2	1.0
Speaking	5	4	SY		GE	1.3	2.8	1.5	1.0
	6	5	SY		GE	.8	3.3	2.5	1.0
	7	6	SY		GE	1.2	3.4	2.4	1.0
	7	7	SY	Voc.,Comp.	GE	2.3	3.5	1.2	1.0
	5	8	SY		GE	2.5	4.6	2.1	1.0
	5	9	SY		GE	4.0	4.8	.8	1.0
	7	10	SY		GE	5.1	6.1	1.0	1.0
	2	11	SY		GE	5.7	5.3	-.4	1.0
	1	12	SY		GE	5.9	8.0	2.1	1.0
				No. of children: 55			Rate of gain/year:		1.43
A-103-7	5	2	SY	Gates MacG. Word Para Sent	GE	1.0	1.4	.4	1.0
Spanish	2	3	SY		GE	1.2	2.4	1.2	1.0
Speaking	2	5	SY		GE	1.1	3.5	2.4	1.0
	2	6	SY		GE	1.3	4.0	2.7	1.0
	1	7	SY		GE	2.5	3.3	.8	1.0
	2	8	SY		GE	3.3	7.1	3.8	1.0
	4	9	SY		GE	4.2	3.7	-.5	1.0
	4	10	SY		GE	5.5	6.6	1.1	1.0
	1	11	SY		GE	6.9	5.4	-1.5	1.0
				No. of children: 23			Rate of gain/year:		1.0

1A Results from Largest Cities, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
A-135-2A	88	2	SY	MAT:Wd. Know. Comp.	GE	1.6	2.4	.8	1.0
	73	3	SY		GE	2.0	2.9	.9	1.0
	51	4	SY		GE	2.6	3.5	.9	1.0
	53	5	SY		GE	3.0	3.9	.9	1.0
	15	6	SY		GE	3.4	4.2	.8	1.0
				No. of children: 280			Rate of gain/year:		.86
A-135-2B	17	1	SY	MAT: Wd. Know. Comp.	GE	-1.0	1.4	.4	.7
	18	2	SY		GE	-1.0	1.7	.7	.7
				No. of children: 35			Rate of gain/year:		.80
A-151-5	31	7	SY	Gates MacG.: Comp.	GE	5.0	7.0	2.0	1.0
				No. of children: 31			Rate of gain/year:		2.0
TOTALS				Children: 1,200			Rate of gain/year:		1.02

1B Results from Rural and Urban Towns Within Core City Areas

C-14-1	30	2	SY	Durr-Sull: Read.Ach.	GE	2.0	2.6	.6	.8
	31	3	SY		GE	2.6	3.5	.9	.8
	47	4	SY		GE	3.5	4.5	1.0	.8
	37	5	SY		GE	4.3	5.3	1.0	.8
	28	6	SY		GE	4.7	5.8	1.1	.8
	4	7	SY		GE	6.1	7.1	1.0	.8
				No. of children: 177			Rate of gain/year:		1.2
C-45-2	2	6	SY	ITBS: Reading	GE	4.3	4.5	.2	.8
	4	7	SY		GE	5.7	6.1	.4	.8
	1	8	SY		GE	4.9	5.5	.6	.8
				No. of children: 7			Rate of gain/year:		.47
C-49-2	47	2	SY	Durrell: Total Reading	GE	1.4	1.8	.4	.5
	46	3	SY		GE	2.1	3.0	.9	.5
	29	4	SY		GE	2.6	3.4	.8	.5
				No. of children: 122			Rate of gain/year:		1.36
C-51-7	1	2	SY	Gates MacG.:Survey	GE	1.3	1.6	.3	.8
	5	4	SY		GE	2.7	3.4	.7	.8
	8	5	SY		GE	3.8	4.8	1.0	.8
	11	6	SY		GE	4.8	5.8	1.0	.8
				No. of children: 25			Rate of gain/year:		1.18
C-110-1D	2	4	SY	Iowa: Reading	GE	3.2	3.8	.6	1.0
	1	5	SY		GE	3.4	4.5	1.1	1.0
	1	6	SY		GE	5.7	6.5	.8	1.0
				No. of children: 4			Rate of gain/year:		.79

1B Results from Rural and Urban Towns, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument: Subtest	Type Score	Pre	Post	Gain	Exptd Gain	
C-110-1E	11	2	SY	MAT: Reading	GE	1.7	2.5	.8	1.0	
	10	3	SY		GE	2.6	3.4	.8	1.0	
				No. of children: 21				Rate of gain/year:		.80
C-126-5	3	1-3	SY	MAT: Wd. Know. Disc.	GE	1.6	2.4	.8	.9	
	3	3-4	SY		GE	3.0	3.5	.5	.9	
	8	5-7	SY		GE	4.5	6.0	1.5	.9	
				No. of children: 14				Rate of gain/year:		1.23
C-146-3	51	9	SY	Nelson	GE	7.5	8.0	.5	.4	
				No. of children: 51				Rate of gain/year:		1.25
TOTALS				Children: 421				Rate of gain/year:		1.19

1C Results from Rural and Urban Towns Outside the Core City Areas

D-27-2	18	5	SY	Gates MacG.:Read.Survey	GE	3.6	4.8	1.2	.9	
	15	6	SY		GE	3.9	4.9	1.0	.9	
	8	7	SY		GE	4.7	6.0	1.3	.9	
	6	8	SY		GE	4.1	5.3	1.2	.9	
				No. of children: 47				Rate of gain/year:		1.28
D-74-6	11	9	SY	MET:Read & Wd. Knowl.	GE	7.0	7.3	.3	.9	
	10	10	SY		GE	7.8	6.9	-.9	.9	
				No. of children: 21				Rate of gain/year:		-.27
D-116-1	4	2	SY	MAT: Reading	GE	2.3	2.7	.4	.5	
	5	3	SY		GE	3.1	3.4	.3	.5	
	5	4	SY		GE	3.5	4.1	.6	.5	
				No. of children: 14				Rate of gain/year:		.87
D-148-A	7	2*	SY	Gates MacG.: Voc.,Comp.	GE	1.7	2.3	.6	1.0	
	22	2	SY		GE	1.8	2.5	.7	1.0	
	5	3*	SY		GE	2.1	2.8	.7	1.0	
	11	3	SY		GE	2.1	2.6	.5	1.0	
	3	4*	SY		GE	2.7	3.3	.6	1.0	
	19	4	SY		GE	3.5	3.9	.4	1.0	
	3	5*	SY		GE	3.1	3.8	.7	1.0	
	8	5	SY		GE	4.1	5.7	.6	1.0	
	3	6*	SY		GE	2.9	3.4	.5	1.0	
*ESL				No. of children: 81				Rate of gain/year:		.57

1C Results from Rural Towns Outside Core City Areas, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
D-162-P	1	6	SY	WRAT: Reading	GE	3.8	5.7	1.9	1.0
	5	3	SY		GE	3.9	4.7	.8	1.0
	5	2	SY		GE	2.9	3.8	.9	1.0
				No. of children: 11				Rate of gain/year:	.95
D-4R-2A	19	7-9	SY	ITBS: Lang. Skills	GE	4.7	4.9	0.2	0.8
				No. of children: 19				Rate of gain/year:	0.25
TOTALS				Children: 193				Rate of gain/year:	.67

1D Results from the Smallest Rural Towns Outside Core City Areas

E-127-1	4	4	SY	Iowa: Read. & Vocab.	GE	2.8	4.1	1.3	.8
	1	5	SY		GE	3.3	4.5	1.2	.8
	4	6	SY		GE	4.1	6.4	2.3	.8
	3	7	SY		GE	4.5	6.8	2.3	.8
	3	8	SY		GE	5.2	6.3	1.1	.8
				No. of children: 15				Rate of gain/year:	2.1
E-154-2	22	7	SY	Calif. Reading	GE	6.8	7.9	1.1	.9
	26	8	SY		GE	7.1	8.5	1.4	.9
	1	11	SY		GE	8.5	8.5	0	.8
	1	9	SY		GE	4.0	4.0	0	.8
				No. of children: 52				Rate of gain/year:	1.2
TOTALS				Children: 67				Rate of gain/year:	1.42

TITLE I AND SADC CHILDREN STANDARDIZED READING TEST RESULTS, 1969-70
Results of Jointly Funded Programs

1A Results from the Largest Core Cities and Secondary Towns

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
A-761P	82	2	SY	Gates MacG.:Voc., Comp.	GE	1.4	1.7	.3	.8
	69	3	SY		GE	1.7	2.1	.4	.8
	62	4	SY		GE	2.5	3.2	.7	.8
	69	5	SY		GE	3.1	3.8	.7	.8
	55	6	SY		GE	3.9	5.4	1.5	.8
	24	7	SY		GE	4.1	6.8	2.7	.8
	26	8	SY		GE	5.1	7.2	2.1	.8
				No. of children: 387				Rate of gain/year:	1.12
B-57-5	24	3	SY	Gates MacG.:Read & Voc.	GE	2.8	4.0	1.2	1.0
	16	4,5	SY	SAT: Read & Voc.	GE	2.5	3.5	1.0	1.0
	14	6	SY		GE	3.7	4.8	1.1	1.0
				No. of children: 54				Rate of gain/year:	1.1
A-64P	99	2	SY	Gates MacG:	GE	1.4	2.6	1.2	1.0
	115	3	SY		GE	2.2	2.9	.7	1.0
	119	4	SY		GE	2.8	4.0	1.2	1.0
	72	5	SY		GE	4.2	5.0	.8	1.0
	146	6	SY		GE	4.6	6.2	1.6	1.0
	6	7	SY	SAT: Reading	GE	4.1	5.9	1.8	1.0
	9	8	SY		GE	6.4	9.8	3.4	1.0
	9	8	SY		GE	3.8	4.9	1.1	1.0
	18	9	SY	Nelson Denny	GE	10.0	11.4	1.4	1.0
	6	10	SY		GE	10.8	11.2	.4	1.0
	6	11	SY		GE	11.1	12.0	.9	1.0
				No. of children: 605				Rate of gain/year:	1.19
A-80-5-I	3	3	SY	Gates MacG.: Reading	GE	1.1	2.5	1.4	1.0
	4	4	SY		GE	2.1	2.8	.7	1.0
	1	5	SY		GE	1.4	3.9	2.5	1.0
	7	4,5	SY		GE	3.2	3.4	.2	1.0
				No. of children: 15				Rate of gain/year:	.73
A-80-5-IV	25	2	SY	Gates MacG.: Reading	GE	1.3	2.1	.8	1.0
	11	4	SY		GE	1.8	3.2	1.4	1.0
				No. of children: 36				Rate of gain/year:	.0
A-80-5-IV	18	2	SY	Gates MacG.: Reading	GE	1.4	1.4	0	1.0
	10	3	SY		GE	1.7	2.4	.7	1.0
	21	4	SY		GE	2.0	3.2	1.2	1.0
				No. of children: 49				Rate of gain/year:	.55
A-80-5-V	175	9	SY	Gates MacG.: Reading	GE	6.2	9.0	2.8	1.0
				No. of children: 175				Rate of gain/year:	.8

1A Results from Largest Cities, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain	
A-89-1	122	3	SY	SAT: Word Para.	GE	2.0	2.6	.6	1.0	
	123	5	SY		GE	3.8	4.6	.8	1.0	
	26	6	SY		GE	4.8	5.5	.7	1.0	
	50	7	SY	SAT: Para.	GE	5.0	6.2	1.2	1.0	
	33	8	SY		GE	6.1	7.3	1.2	1.0	
				No. of children: 354			Rate of gain/year:			.82
A-89P	5	4	SY	SAT: Wd., Para	GE	2.0	2.9	.9	.7	
	13	4	SY		GE	2.7	3.2	.5	.7	
	3	5	SY		GE	4.6	5.2	.6	.8	
	1	5	SY		GE	4.6	4.7	.1	.7	
	1	7	SY		GE	3.9	4.6	1.3	.7	
				No. of children: 23			Rate of gain/year:			.87
A-93-27	30	1	SY	MAT: Reading	GE	1.7	2.3	.6	1.0	
	38	2	SY	Gilmore Comp.	GE	2.0	3.7	1.7	1.0	
				No. of children: 68			Rate of gain/year:			1.2
A-93-8	325	2	SY	MAT: Reading,Know. Dis.	GE	1.6	2.2	.6	.9	
	266	3	SY		GE	2.1	2.8	.7	.9	
				No. of children: 591			Rate of gain/year:			.72
A-93P	42	3	SY	Gates MacG:	GE	2.2	2.5	.3	.5	
	70	4	SY		GE	3.2	3.7	.5	.5	
	67	5	SY		GE	3.7	4.3	.6	.5	
	59	6	SY		GE	4.7	5.3	.6	.5	
				No. of children: 238			Rate of gain/year:			1.06
A-104-2A	11	1	SY	CAT: Reading	GE	1.1	1.5	.4	.4	
	40	2	SY		GE	1.4	2.1	.7	.7	
	47	3	SY		GE	2.7	3.4	.7	.7	
	25	4	SY		GE	3.1	3.7	.6	.7	
				No. of children: 123			Rate of gain/year:			.97
A-104-2B	26	1	SY	CAT: Reading	GE	1.2	1.6	.4	.4	
	55	2	SY		GE	1.6	2.3	.7	.7	
	52	3	SY		GE	2.6	3.3	.7	.7	
	37	4	SY		GE	3.4	3.9	.5	.7	
				No. of children: 170			Rate of gain/year:			.94
B-155-1	25	3	SY	ITBS: Reading,Voc,Comp.	GE	2.4	3.5	1.1	.8	
	34	4	SY		GE	3.5	4.1	.6	.8	
	32	5	SY		GE	4.4	5.2	.6	.8	
	29	6	SY		GE	5.2	5.6	.4	.8	
	39	7	SY		GE	5.9	6.8	.9	.8	
	35	8	SY		GE	6.7	7.5	.8	.8	
	22	9	SY		GE	7.5	8.1	.6	.8	
				No. of children: 216			Rate of gain/year:			.90
TOTALS				Children: 3,104			Rate of gain/year:			.92

1B Results from Rural and Urban Towns Within Core City Areas

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
C-4-1	5	7	SY	SRA: Achievement	GE	4.4	5.7	1.3	1.0
	8	9	SY	Gates MacG.:Voc. & Comp.	GE	6.8	8.1	1.3	0.8
				No. of children: 13			Rate of gain/year:		1.5
C-6-1	24	2-4	SY	Durr-Sull: Reading,Ach.	GE	3.6	3.9	.3	.9
				No. of children: 24			Rate of gain/year:		.33
C-8-1	3	2	SY	CRT: Reading	GE	2.0	3.5	1.5	0.8
	4	3	SY		GE	2.9	4.0	1.1	0.8
	7	4	SY		GE	4.0	5.5	1.5	0.8
				No. of children: 14			Rate of gain/year:		1.74
C-11-3	27	3	SY	SAT: Para. Mean.	GE	3.3	4.1	.8	.8
	23	4	SY		GE	3.8	5.6	1.8	.8
	35	5	SY		GE	5.8	6.1	.3	.8
				No. of children: 85			Rate of gain/year:		1.1
C-23-2	10	2	SY	SAT: Reading,Comp.	GE	1.6	2.1	.5	.7
	5	3	SY		GE	1.7	2.6	.9	.7
	4	3	SY	Gates MacG.:	GE	2.1	2.2	.1	.4
	2	4	SY	SAT: Reading, Comp.	GE	3.0	3.4	.4	.7
	3	5	SY	Gates MacG.:	GE	3.9	5.3	1.4	1.0
	5	6	SY	SAT: Reading, Comp.	GE	4.7	5.8	1.1	.7
	2	8	SY		GE	6.2	6.1	-.1	.8
	2	8	SY	Gates MacG.:	GE	6.6	6.9	.3	.7
				No. of children: 33			Rate of gain/year:		.88
C-25-1,2	14	1	SY	WRAT	GE	1.10	2.01	.91	.8
	16	2	SY		GE	2.06	2.87	.81	.8
	9	3	SY		GE	2.88	3.75	.87	.8
	6	4	SY		GE	4.23	5.03	.80	.8
	3	5	SY		GE	4.30	5.30	1.00	.8
	2	6	SY		GE	4.60	5.60	1.00	.8
				No. of children: 50			Rate of gain/year:		1.11
C-33-2	4	2	SY	CRT: Reading	GE	1.9	2.7	.8	.9
	5	4	SY		GE	3.9	4.2	.3	.9
	7	5	SY		GE	4.6	5.3	.7	.9
	8	7	SY		GE	5.7	6.5	.8	.9
	13	6	SY		GE	5.8	6.9	1.1	.9
	7	2	SY		GE	2.2	3.1	.9	.9
	4	3	SY		GE	2.9	2.8	-.1	.9
				No. of children: 48			Rate of gain/year:		.84

1B Results from Rural and Urban Towns, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
C-48-2	23	2	SY	SAT: Reading	GE	1.5	2.8	1.3	.7
	29	3	SY		GE	3.4	3.3	-.1	.7
	27	4	SY		GE	4.1	4.5	.4	.7
	28	5	SY		GE	5.3	5.7	.4	.7
	28	6	SY		GE	6.0	6.2	.2	.7
				No. of children: 135			Rate of gain/year:		.58
C-58-2	22	2	SY	SAT: Reading	GE	1.4	2.6	1.2	.9
	24	3	SY		GE	2.4	3.5	1.1	.9
	19	4	SY		GE	2.8	4.0	1.2	.9
	14	5	SY		GE	3.4	4.7	1.3	.9
				No. of children: 79			Rate of gain/year:		1.32
C-72-1	20	2	SY	CRT: Reading	GE	1.9	2.4	.5	.8
	17	3	SY		GE	2.5	3.0	.5	.8
	13	4	SY		GE	2.9	3.2	.3	.8
	6	5	SY		GE	3.4	3.6	.2	.8
	11	6	SY		GE	4.0	4.0	.0	.0
				No. of children: 67			Rate of gain/year:		.44
C-77-2	26	1	SY	MAT: Reading	GE	1.3	2.0	.7	.5
	24	2	SY		GE	.9	2.2	1.3	.9
	16	3	SY		GE	2.1	3.0	.9	.9
	23	4	SY		GE	3.1	3.8	.7	.9
	9	5	SY		GE	3.1	4.3	1.7	.9
	6	6	SY		GE	2.7	5.0	2.3	.9
				No. of children: 104			Rate of gain/year:		1.32
C-137-1	2	1	SY	Gates MacG.: Voc., Comp.	GE	1.1	1.9	.8	.3
	23	2	SY		GE	1.4	2.0	.6	.3
	17	3	SY		GE	2.0	2.5	.5	.3
	22	4	SY		GE	3.0	3.5	.5	.3
	13	5	SY		GE	4.0	4.6	.6	.3
	9	6	SY		GE	2.5	3.4	.9	.3
				No. of Children: 86			Rate of gain/year:		1.95
C-137-1B	7	10	SY	CRT: Reading	GE	7.6	8.8	1.2	.3
				No. of children: 7			Rate of gain/year:		4.0
C-137P	1	3	SY	Gates MacG: Voc., Comp.	GE	2.0	2.6	.6	.3
	2	4	SY		GE	3.5	3.8	.3	.3
	1	5	SY		GE	3.9	4.3	.4	.3
	1	7	SY		GE	7.5	8.5	1.0	.3
				No. of children: 5			Rate of gain/year:		1.71

1B Results from Rural and Urban Towns, continued

Proj No	No.of Youth	Fr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
C-139-2	27	2	SY	Lee Clark: Reading	GE	2.0	2.4	.4	.4
	13	3	SY		GE	2.4	2.8	.4	.4
	3	4	SY	Gates MacG: Voc., Comp.	GE	2.2	3.8	1.6	.4
	25	5	SY		GE	3.4	3.0	-.4	.4
	18	6	SY		GE	4.3	4.2	-.1	.4
	4	7	SY		GE	4.2	5.2	1.0	.4
	7	8	SY		GE	5.2	4.7	-.5	.4
	2	9	SY		GE	7.4	9.7	2.3	.4
	2	10	SY		GE	10.9	10.0	-.9	.4
	1	11	SY		GE	7.4	7.3	-.1	.4
				No. of children: 102				Rate of gain/year:	.3
C-144-1	25	2,3	SY	WRAT: Reading	GE	1.3	2.8	1.5	.9
				No. of children: 25				Rate of gain/year:	1.64
C-152-1	2	1	SY	MAT: Reading	GE	1.3	1.7	.4	1.0
	50	2	SY		GE	1.7	2.7	1.0	1.0
	55	3	SY		GE	2.4	3.0	.6	1.0
	53	4	SY		GE	3.2	3.6	.4	1.0
	34	5	SY		GE	3.3	4.0	.7	1.0
	16	6	SY		GE	4.0	4.7	.7	1.0
				No. of children: 210				Rate of gain/year:	.67
C-153-A, B,C	15	2	SY	SRA:Reading,Voc.,Comp.	GE	1.3	3.0	1.7	.9
	13	3	SY	Gates MacG:Rdg.,Wd. Para.	GE	2.3	3.3	1.0	.7
	11	6	SY	SAT:Reading,Voc.,Comp.	GE	3.7	4.3	.6	.9
				No. of children: 39				Rate of gain/year:	1.39
C-156-2	20	2	SY	SAT: Word Para.	GE	1.6	2.3	.7	1.0
	36	3	SY		GE	2.5	3.1	.6	1.0
	32	4	SY		GE	3.0	3.6	.6	1.0
	20	5	SY		GE	4.1	4.8	.7	1.0
	13	6	SY		GE	4.4	4.6	.2	1.0
	7	7	SY		GE	4.9	6.0	1.1	1.0
				No. of children: 128				Rate of gain/year:	.62
C-164-1	40	2	SY	SAT: Word, Para.	GE	1.6	2.5	.9	.9
	36	3	SY		GE	2.1	3.0	.9	.9
	18	4	SY		GE	2.9	3.6	.7	.9
	14	5	SY		GE	4.0	4.7	.7	.9
				No. of children: 108				Rate of gain/year:	.94
C-166-A	7	9	SY	Nelson-Denny	GE	7.0	8.1	1.1	.9
	8	10	SY		GE	7.0	9.8	2.8	.9
	6	11	SY		GE	7.0	10.9	3.9	.9
	4	12	SY		GE	7.3	11.7	4.4	.9
				No. of children: 25				Rate of gain/year:	3.2

1B Results from Rural and Urban Towns, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain	
C-15R-1	8	2	SY	MAT: Para. Meaning	GE	2.5	2.5	.0	.7	
	10	3	SY		GE	3.5	4.3	.8	.7	
				No. of children: 18				Rate of gain/year:		.64
C-15R-3	4	2	SY	CRT: Total Reading	GE	1.4	2.9	1.5	.7	
	7	3	SY		GE	3.2	3.9	.7	.7	
	3	4	SY		GE	4.6	5.2	.6	.7	
	2	5	SY		GE	4.5	4.9	.4	.7	
	4	6	SY		GE	4.8	5.7	.9	.7	
	2	6	SY		GE	3.1	3.4	.3	.7	
				No. of children: 22				Rate of gain/year:		1.14
C-14R-2	11	3	SY	ITBS: Reading	GE	2.6	3.4	.8	.8	
	9	4	SY		GE	3.0	3.6	.6	.8	
	6	5	SY		GE	4.3	4.7	.4	.8	
				No. of children: 26				Rate of gain/year:		0.80
TOTALS				Children: 1,453				Rate of gain/year:		.96

1C Results from Rural and Urban Towns Outside the Core City Areas

D-9-2	12	2	SY	SAT: Word Para.	GE	1.3	1.7	.4	.9	
	16	3	SY		GE	2.4	3.0	.6	.9	
	14	4	SY		GE	2.5	3.0	.5	.9	
				No. of children: 42				Rate of gain/year:		.56
D-17-1B	11	2	SY	Durrell List. Reading	GE	1.1	1.8	.7	.8	
	9	3	SY		GE	1.1	2.9	1.8	.8	
	10	4	SY		GE	2.4	3.2	.8	.8	
	3	5	SY		GE	3.8	4.7	.9	.8	
				No. of children: 33				Rate of gain/year:		1.31
D-17-1C	4	1	SY	Durrell List. Reading	GE	.9		.1	.8	
	13	2	SY		GE	1.3		.4	.8	
	5	3	SY		GE	2.1		.7	.8	
	9	4	SY		GE	2.4	3.1	.7	.8	
				No. of children: 31				Rate of gain/year:		.62
D-17-1D	9	2	SY	Durrell List. Reading	GE	1.3	2.3	1.0	.8	
	9	3	SY		GE	2.3	3.0	.7	.8	
	7	4	SY		GE	2.6	3.7	1.1	.8	
	7	5	SY		GE	2.6	3.1	.5	.8	
				No. of children: 32				Rate of gain/year:		1.03

1C Results from Rural Towns Outside Core City Areas, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
D-17-1E	6	2	SY	Durrell List. Reading	GE	1.2	1.7	.5	.8
	4	3	SY		GE	2.0	2.2	.2	.8
	2	4	SY		GE	2.7	2.8	.1	.8
				No. of children: 12		Rate of gain/year:			.12
D-17-1F	3	2	SY	Durrell List. Reading	GE	1.0	1.7	.7	.7
	4	3	SY		GE	1.7	2.2	.5	.7
	1	5	SY		GE	2.0	2.2	.2	.4
	1	6	SY		GE	1.8	1.9	.1	.4
				No. of children: 9		Rate of gain/year:			.75
D-17-1G	12	3	SY	Durrell List. Reading	GE	1.6	2.3	.7	.8
	6	4	SY		GE	1.5	2.5	1.0	.8
	6	5	SY		GE	2.3	3.1	.8	.8
	6	6	SY		GE	2.6	4.1	1.5	.8
				No. of children: 30		Rate of gain/year:			1.18
D-28-1	12	5	SY	Iowa: Reading	GE	3.5	4.5	1.0	.8
	8	6	SY		GE	4.8	5.1	.3	.8
	13	4	SY		GE	3.4	3.6	.2	.8
	11	7	SY	Gates MacG.: Voc.	GE	4.1	5.1	1.0	.8
	10	8	SY		GE	4.9	6.2	1.3	.8
	5	9	SY		GE	5.4	6.2	.8	.8
	6	10	SY		GE	5.8	8.2	2.4	.8
	5	11	SY		GE	6.3	8.8	2.5	.8
				No. of children: 70		Rate of gain/year:			1.28
D-61-2	6	5	SY	MAT: Reading	GE	3.6	3.8	.2	.8
	3	6	SY		GE	4.7	5.7	1.0	.8
	5	9	SY		GE	5.1	5.5	.4	.8
	4	2	SY	SAT: Para. Meaning	GE	1.6	2.0	.4	.8
				No. of children: 18		Rate of gain/year:			.55
D-69-A	13	1	SY	Gates MacG.:	GE	1.5	1.9	.4	.4
	37	2,3	SY		GE	2.0	2.7	.7	.6
	14	2,3	SY		GE	2.3	3.6	1.3	.6
	8	3	SY		GE	2.8	3.4	.6	.6
				No. of children: 72		Rate of gain/year:			1.31
D-69-B	24	1	SY	Gates MacG.:	GE	1.3	1.7	.4	.5
	20	2	SY		GE	1.8	2.5	.7	.4
	14	3	SY		GE	2.9	3.3	.4	.4
				No. of children: 58		Rate of gain/year:			1.04
D-83-1	55	1	SY	WRAT: Reading	GE	0.5	1.8	1.3	1.0
	61	2	SY		GE	2.0	3.1	1.1	1.0
	48	3	SY		GE	2.9	4.0	1.1	1.0
	52	4	SY		GE	4.1	4.7	0.6	1.0
				No. of children: 216		Rate of gain/year:			1.0

1C Results from Rural Towns Outside Core City Areas, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Exptd Gain
D-92-1	6	1	SY	SAT: Word,Para.Meaning	GE	1.0	1.5	.5	.7
	25	2	SY		GE	1.7	2.4	.7	.7
	27	3	SY		GE	2.3	2.9	.6	.7
	10	4	SY		GE	3.0	4.2	1.2	.7
	7	5	SY		GE	3.7	4.4	.7	.7
	11	6	SY		GE	4.2	4.9	.7	.7
	3	7	SY	SAT: Para. Meaning	GE	5.9	7.0	1.1	.7
	2	8	SY		GE	4.7	5.2	.5	.7
				No. of children: 91			Rate of gain/year:		1.03
D-97-1	3	2	SY	Gates McKillop: Oral Rdg.	GE	2.0	3.1	1.1	.8
	4	3	SY		GE	2.2	2.7	.5	.8
	4	4	SY		GE	2.4	3.0	.6	.8
	5	4	SY	Durrell Analysis,Oral Rdg.	GE	2.6	3.5	.9	.7
	4	2	SY	MAT: Reading	GE	1.6	2.1	.5	1.0
				No. of children: 20			Rate of gain/year:		.90
D-106-1	7	2	SY	Gates MacG.:	GE	1.4	2.1	.7	.8
	5	3	SY	ITBS: Comprehension	GE	2.4	2.7	.3	.8
	5	3	SY	Gates MacG.:	GE	2.3	2.7	.4	.8
	11	4	SY	Gilm Oral Read: Comp.	GE	3.1	5.1	2.0	.8
	14	5	SY		GE	3.9	6.2	2.3	.8
	4	6	SY		GE	3.3	6.3	3.0	.8
				No. of children: 46			Rate of gain/year:		2.0
D-108-7	5	3	SY	ITBS: Reading,Arithmetic	GE	2.1	3.5	1.4	.8
	4	4	SY		GE	3.0	4.6	1.6	.8
	3	5	SY		GE	3.8	5.7	1.9	.8
	4	6	SY		GE	4.9	6.7	1.8	.8
				No. of children: 16			Rate of gain/year:		2.0
D-109-1	8	5	SY	Nelson: Reading	GE	4.4	5.0	.6	.9
	12	4	SY		GE	2.9	4.2	1.3	.9
	7	3	SY	MAT:Prim. Read.	GE	1.9	2.5	.6	.9
	16	2	SY		GE	1.4	2.1	.7	.9
				No. of children: 43			Rate of gain/year:		.91
D-111-1	21	2	SY	MAT: Reading	GE	1.5	2.4	.9	.9
	18	3	SY		GE	2.0	3.0	1.0	.9
	16	4	SY		GE	2.5	3.4	.9	.9
	15	5	SY		GE	3.3	4.9	1.6	.9
				No. of children: 70			Rate of gain/year:		1.2
D-116-PG	7	6	SY	SRA: Reading	GE	4.4	4.8	.4	.5
	8	7	SY		GE	4.6	5.4	.8	.5
	8	8	SY		GE	6.7	7.4	.7	.5
	19	9	SY	Gates MacG.:	GE	7.4	7.9	.5	.5
				No. of children: 42			Rate of gain/year:		1.2

1C Results from Rural Towns Outside Core City Areas, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument: Subtest	Type Score	Pre	Post	Gain	Exptd Gain
D-116-IP	20	2	SY	Gates MacG.:	GE	1.4	2.3	.9	.7
	32	3	SY		GE	2.0	3.0	1.0	.7
	9	4	SY		GE	2.4	3.0	.6	.7
				No. of children: 61			Rate of gain/year:		1.3
D-162-1A	6	6	SY	SAT: Reading	GE	3.7	4.4	.7	1.0
	4	5	SY		GE	2.6	4.0	1.4	1.0
	2	4	SY		GE	2.9	3.3	.4	1.0
	3	3	SY		GE	1.9	3.2	1.3	1.0
	2	2	SY		GE	1.4	2.1	.7	1.0
				No. of children: 17			Rate of gain/year:		.93
D-162-1B	13	3	SY	SAT: Reading	GE	2.6	3.2	.6	1.0
	4	4	SY		GE	2.5	3.9	1.4	1.0
	9	5	SY		GE	3.5	4.6	1.1	1.0
	8	6	SY		GE	3.7	4.9	1.2	1.0
	9	7	SY		GE	4.9	6.2	1.3	1.0
	9	8	SY		GE	6.2	6.9	.7	1.0
				No. of children: 52			Rate of gain/year:		1.00
D-162-1C	2	3	SY	SAT: Reading	GE	1.4	3.1	1.7	1.0
	3	4	SY		GE	2.3	3.0	.7	1.0
	10	5	SY		GE	3.1	4.1	1.0	1.0
	5	6	SY		GE	3.7	4.5	.8	1.0
				No. of children: 20			Rate of gain/year:		1.00
TOTALS				Children: 1,101			Rate of gain/year:		1.10

1D Results from the Smallest Rural Towns Outside Core City Areas

E-13-1B	6	2	SY	MET: Reading	GE	1.3	2.0	.7	1.0
	2	3	SY		GE	1.3	2.4	1.1	1.0
	6	4	SY		GE	2.8	3.2	.4	1.0
				No. of children: 14			Rate of gain/year:		.63
E-13-1F	2	2	SY	MET: Reading	GE	2.1	3.0	.9	.7
	1	3	SY		GE	2.1	2.7	.6	.7
	1	5	SY		GE	3.7	4.4	.7	.7
	1	6	SY		GE	3.2	4.4	1.2	.7
				No. of children: 5			Rate of gain/year:		1.22
E-13-1L	3	3	SY	Iowa: Voc. & Comp.	GE	2.2	3.0	.8	.7
	3	4	SY		GE	3.0	3.3	.3	.7
	4	5	SY		GE	3.9	4.1	.2	.7
	2	6	SY		GE	3.7	4.1	.4	.7
				No. of children: 12			Rate of gain/year:		.6

1D Results from Smallest Rural Towns Outside Core City Areas, continued

Proj No	No.of Youth	Gr Lev	Pgm Dur	Test Instrument: Subtest	Type Score	Pre	Post	Gain	Exptd Gain
E-102-1	26	2-6	SY	Stanford: Reading	GE	1.0	2.0	1.0	1.0
				No. of children: 26			Rate of gain/year:		1.0
E-112-1	9	2	SY	MAT: Reading	GE	1.4	2.3	.9	.7
	10	3	SY		GE	2.3	2.8	.5	.7
	7	4	SY	ITBS: Reading	GE	3.3	4.7	1.4	.7
	5	5	SY		GE	4.0	4.9	.9	.7
				No. of children: 31			Rate of gain/year:		1.26
E-160-2	7	1	SY	MAT: Reading	GE	1.6	1.8	.2	.4
	5	2	SY		GE	1.7	1.9	.2	.8
	17	3,4	SY		GE	2.6	3.1	.5	.8
	11	5,6	SY		GE	4.4	5.2	.8	.8
	7	7,8	SY		GE	4.6	5.1	.5	.8
				No. of children: 47			Rate of gain/year:		.57
E-6R-3	28	2	SY	Gates MacG.: Comp.	GE	1.3	2.7	1.4	.8
	29	3	SY		GE	1.9	3.4	1.5	.8
	11	4	SY		GE	2.8	4.1	1.3	.8
	9	5	SY		GE	3.2	4.6	1.4	.8
	3	6	SY		GE	3.5	5.0	1.5	.8
				No. of children: 80			Rate of gain/year:		1.77
E-8R-1	20	7	SY	Gates MacG.: Comp.	GE	3.2	3.7	.5	.7
				No. of children: 20			Rate of gain/year:		.71
TOTALS				Children: 235			Rate of gain/year:		1.13

COMPILATION OF STANDARDIZED READING TEST RESULTS

Title I only- - - - - - - - - - 1,681 children

Title I and SADC - - - - - - - 5,093 children
(Jointly funded programs)

TOTAL — 7,774 children

Average rate of gain/year: 1.0

Attachment G

2A TITLE I CHILDREN STANDARDIZED SCHOOL READINESS TEST RESULTS, 1969-70

Proj No	NO. Cldn Tested	Gr Lev	Pgm Dur	Test Instrument:Subtest	Type Score	Pre	Post	Gain	Months Elapsed Between Testing
E13-1	6	1	SY	MRT/MAT	%ile	22	25	3	1.0
D19-2	9	K	SY	MET Readiness:Read.	%ile	22	40	18	.4
"	9	K	SY	"	%ile	09	46	35	.4
C23-2	13	K	Sum	MET: Readiness	%ile	46	63	17	.13
E24-1	13	1	SY	MET: Readiness	%ile	35	79	44	.8
D34-7	97	PreK	SY	PPVT	MA	3-10	4-9	11	.7
C62-1,	7	1	SY	MET: Readiness	%ile	27	81	54	1.0
2,3	19	1	SY	"	%ile	59	70	11	.9
A89-2	117	1	SY	MET: Readiness	%ile	16.4	62.5	46.1	1.0
A93-27	31	K	SY	PPVT	%ile	25	46	21	1.0
C99-2	2	PreK	Sum	PPVT	%ile	16	33	+17	.15
"	1	K	Sum	"	%ile	23	7	-16	.15
"	5	2	Sum	"	%ile	51	44	-7	.15
C110-E	9	1	SY	MET: Readiness	%ile	21	89	68	1.0
"	11	1	SY	"	%ile	38	55	17	.9
"	6	2	SY	"	%ile	58	95	37	.9
C119-2	6	1	Sum	MET: Readiness	%ile	90	96	6	.13
C137-1	17	K	Sum	Harrison	%ile	22	31	9	.15
D141-3	20	1	SY	MET: Readiness	%ile	28	86	58	1.0
"	7	1	SY	"	%ile	38	92		
D143-2	42	K	Sum	MRT	%ile	52	58	.6	.15
A151-1	297	K	SY	PPVT	MA	4-10	5-10	1.0	.5
C158-1A	17	PreK	SY	PPVT	%ile	95	108	13	.5
E160-2	10	K	SY	MRT	%ile	30	37	7	.1
C166-B	12	K	SY	MRT	%ile	21	66	45	.9
E8-R-1	16	PreK	Sum	PPVT	%ile	41	43	2	.15
A104-2F	108	PreK	Sum	PPVT	%ile	20	20	0	.15
A104-2H	83	PreK	SY	PPVT	%ile	13	29	16	.7

Total Children: 990

Attachment H

SCHOOL YEAR ATTENDANCE OF TITLE I CHILDREN, 1969-70

Project Number	Grade Span	ADA	ADM
D2-2	1-8	41,902	45,320
C4-1	7-9	5,874	5,940
C6-1	3-6	3,230	3,456
C8-1	1-4	3,116	3,420
D9-2	K-4	14,133	15,380
C11-3	K-6	55,986	59,040
E13-1	1-6	7,412	7,794
C14-1	2-6	1,699	1,729
A15-1	K-12	959,686	1,056,363
D17-1	PreK-6	47,060	52,660
D18-1	K-6	3,837	3,960
D19-1,2,4	K-6	2,906	3,186
E22-1	1-6	6,840	7,200
C23-2	K-8	6,218	6,829
E24-1	1-4	7,113	7,560
C25-2	K-8	12,233	12,847
D27-2	5-8	7,688	8,281
D28-1	2-12	14,490	16,098
C32-1	K-4	29,765	32,156
C33-2	PreK-8	38,793	41,148
D34-3,7	PreK-1	42,874	56,891
D37-1	1-6	10,116	11,075
D41-2	K-6	5,840	6,120
D42-8	4-12	8,730	9,585
C43-1	PreK-K	49,102	58,186
C44-1	1-5	54,313	58,207
C48-2	K-6	47,376	52,079
C49-2	PreK-6	28,851	31,090
C51-5,7	PreK-6	5,873	6,737
C52-1	1-12	9,368	10,112
C56-2	1-6	3,866	3,960
B57-5,6,7	K-9	40,895	46,788
C58-2	2-5	13,925	15,002
A59-12	PreK-7	121,000	131,225
C60-2	PreK-2	3,314	4,270
D61-2	1-9	4,042	4,279
C62-1,2,3	PreK-6	33,576	36,136
A64-2-4,5,7	K-12	287,858	313,593
D69-1	K-3	26,337	28,564
E70-2	K-8	3,060	6,783
E71-1,2	1-8	10,298	11,070
C72-1	2-6	12,652	13,322
D73-6	9-12	4,572	10,980
D76-2	6-8	2,510	2,880
A80-5	PreK-8	183,221	206,341
D82-1	2-4	4,798	5,096
D83-1	PreK-12	90,161	99,339
C84-1	K-12	76,347	80,860
C85-1	1-8	8,738	9,686
C86-2	PreK-6	21,200	22,500
C88-3	K-8	13,649	14,597
A89-1	K-12	244,000	324,730
C90-2	K-8	12,948	13,240
D91-1	1-5	229	236
D92-1	K-8	19,471	20,475
A93-27	K-2	46,796	51,529
C94-1,2,4	PreK-8	2,718	3,029
D96-2	K-4	27,611	29,775
D97-1	1-4	9,536	10,351
C99-2	PreK-5	493	658
C101-1	K-6	28,119	29,973
E102-1	2-6	4,351	4,680
A103-1,7	K-12	39,402	48,511
A104-2	PreK-12	65,113	72,407
C105-1	K-6	4,795	5,307
D106-1	1-6	15,057	15,935
C108-7	1-6	5,845	6,266
D109-1	1-5	14,729	16,628
C110-1	K-6	16,380	17,471
D111-1	2-5	12,847	14,040
E112-1	1-5	6,784	7,200
D113-2	6-8	12,197	12,851
C114-2	5	1,958	1,980
D116-1	2-4	10,454	11,107
C119-2	PreK-4	608	720
D124-1	K-6	18,788	20,169
C126-2	K-7	6,525	7,371
E127-1	1-8	2,640	2,800
C128-4,5	1-7	8,061	8,575
C129-1	K-3	5,577	5,884

SCHOOL YEAR ATTENDANCE OF TITLE I CHILDREN, 1969-70 (Continued)

Project Number	Grade Span	ADA	ADM
D131-1	1-6	2,123	2,748
C132-1	1-6	6,662	7,200
A135-2	K-6	127,245	138,584
E136-3	1-7	3,254	3,600
C137-1	1-11	18,356	20,123
C138-1,2,3 6,8,4,13	PreK-12	34,313	38,258
C139-2	PreK-12	48,858	54,206
C140-19	1-8	3,268	3,784
D141-3	1-4	11,906	14,400
D142-1	K-2	13,904	14,220
D143-2	PreK-3	4,331	5,387
C144-2	K-3	7,202	7,602
C146-3	PreK,4-9	3,672	4,263
D148-3	PreK-10	21,978	23,406
E1R-1	9-11	4,068	4,860
D4R-2	1-12	4,376	5,325
E6R-2,3	2-6	17,978	18,400
E8R-1	PreK-9	15,351	15,784
A151-1,3,5	PreK-12	172,373	196,006
C152-1,2	1-6	43,356	43,863
C153-1,2	2-4	5,066	5,353
E154-2,3	1-11	15,696	17,445
B155-1	K-9	62,247	66,370
C156-3	4-8	970	1,121
C158-1	PreK-6	4,692	5,162
E160-2	K-8	12,345	13,313
C161-1	PreK-5	4,308	4,750
D162-1	2-8	17,139	18,180
D163-3,4,6,7	K-6	27,962	31,143
C164-1	1-6	23,428	25,920
C166-1	PreK-12	14,746	16,054
D169-1,2	K-7	3,790	4,371
C9R-1	K-9	10,368	11,520
D13R-1	7-8	3,950	5,270
C14R-2	1-5	10,248	11,034
C15R-1,2,3	PreK-6	10,288	11,347

1969-70 Title I Program Youth Attendance
Towns Reporting: 116

ADA	ADM
3,936,292	4,391,990

Rate of Attendance: 89.62%

1968-69 Title I Program Youth Attendance
Towns Reporting: 119

ADA	ADM
4,711,940	5,248,054

Rate of Attendance: 89.78%

1968-69 Title I Town Public School Youth Attendance, Same Grade Spans

ADA	ADM
55,782,208	61,583,145

Rate of Attendance: 90.58%

1967-68 Title I Program Youth Attendance
Towns Reporting: 113

ADA	ADM
5,726,062	6,525,748

Rate of Attendance: 87.75%

1967-68 Title I Town Public School Youth Attendance, Same Grade Spans

ADA	ADM
55,949,846	61,207,377

Rate of Attendance: 91.41%

1961-69 Attendance Statistics for All Public School Children

Year	ADA	ADM	Rate of Attendance
68-69	104,841,027	113,627,354	92.27%
67-68	102,772,191	110,865,358	92.70%
66-67	97,676,783	105,254,640	92.80%
65-66	95,575,515	102,781,361	92.98%
64-65	93,429,558	100,613,248	92.86%
63-64	90,469,594	96,960,640	93.30%
62-63	86,580,713	92,921,155	93.17%
61-62	83,399,582	89,573,674	93.10%

TITLE I CHILDREN GRADE PROMOTIONS, 1969-70

Project Number	Grade Span	Promotions	Non Prom.
D2-2	1-8	223	31
C4-1	7-9	33	0
C6-1	3-6	22	2
C8-1	1-4	18	1
D9-2	K-4	85	0
C11-3	K-6	324	4
E13-1	1-6	34	10
C14-1	2-6	166	11
A15-1	K-12	6,179	667
D17-1	PreK-6	247	52
D18-1	K-6	22	0
D19-1,2,4	K-6	26	13
E22-1	1-6	38	2
C23-2	K-8	64	0
E24-1	1-4	40	2
C25-2	K-8	104	5
D27-2	5-8	46	1
D28-1	2-12	88	4
C32-1	K-4	140	11
C33-2	PreK-8	244	9
D34-3,7	PreK-1	556	44
D37-1	1-6	58	7
D41-2	K-6	31	3
D42-8	4-12	50	2
C43-1	K	298	17
C44-1	1-5	278	44
C45-2	1-8	23	1
C48-2	K-6	274	5
C49-2	PreK-6	136	14
C51-5,7	PreK-6	71	0
C52-1	1-12	57	3
C56-2	1-6	22	0
B57-5,6,7	K-9	252	19
C58-2	2-5	81	3
A59-12	PreK-7	725	0
C60-2	PreK-2	28	0
D61-2	1-9	24	0
C62-1,2,3	PreK-6	127	18
A64-2	K-12	2,505	219
D69-1	K-3	145	13
E70-2	K-8	37	3
E71-2	1-8	61	2
C72-1	2-6	70	2
D73-6	9-12	56	5
D76-2	6-8	15	1
C77-2	1-6	149	12
A80-5	PreK-8	1,067	45
D82-1	2-4	28	0
D83-1	PreK-12	506	44
C84-1	K-12	421	17
C85-1	1-8	55	7
C86-2	PreK-6	123	2
C88-3A,B, C,D,E	K-8	97	15
A89-1	K-12	1,993	77
C90-2	K-8	73	0
D91-1	1-5	25	0
D92-1	K-8	110	5
A93-7,8,27	K-6	3,876	207
C94-2,4	PreK-8	114	7
D96-2	K-4	168	5
D97-1	1-4	44	13
C99-2	PreK-5	12	4
C101-1	K-6	102	1
E102-1	2-6	25	1
A103-1,7	K-12	427	20
A104-2	PreK-12	362	37
C105-1	K-6	24	6
D106-1	1-6	73	16
D108-7	1-6	33	2
D109-1	1-5	97	14
C110-1	K-6	99	5
D111-1	2-5	74	4
E112-1	1-5	38	2
D113-2	6-8	71	0
C114-2	5	11	0
D116-1	2-4	46	15
C119-2	PreK-4	29	1
D124-1	K-6	109	5
C126-2	K-7	93	5

Title I Grade Promotions, 1969-70, continued

Project Number	Grade Span	Promotions	Non Prom.
E127-1	1-8	16	0
C128-4,5	1-7	74	3
C129-1	K-3	32	3
C131-1	K-6	318	27
C132-1	1-6	39	1
A135-2	K-6	721	27
E136-3	1-7	19	1
C137-1	1-11	112	0
C138-1,2,3, 6,8,13	1-12	279	25
C139-2	PreK-12	256	28
C140-19	1-8	161	15
D141-3	1-4	64	8
D142-1	K-2	66	13
D143-1,2	PreK-12	465	34
C144-2	K-3	38	4
C146-3	PreK,4-9	244	6
D148-3	PreK-10	125	11
A151-1,3,5	PreK-12	1,534	120
C152-1,2	1-6	245	21
C153-1,2	2-6	46	1
E154-2,3	1-11	93	7
B155-1	K-9	327	27
C156-2,3	K-8	320	10
C158-1	PreK-6	30	1
E160-2	K-8	93	13
C161-1	PreK-5	27	1
D162-1	2-8	88	3
D163-3,4, 6,7	K-6	213	6
C164-1	1-6	145	8
C166-1	PreK-12	74	16
D169-1,2	K-7	31	0
E1R-1	9-11	22	2
D4R-2	1-12	80	5
E6R-2,3	2-6	90	13
E8R-1	PreK-9	69	5
C9R-1	K-9	61	3
D13R-1	7-8	31	0
C14R-2	1-5	78	8
C15R-1,2,3	PreK-6	139	18

1969-70 Title I Prgrm Youth Promotions
No. of Towns Reporting Data: 118
Promotions: 31,590 Nonpromotions: 2,338 No comparisor data, 1969-70
Promotion Rate: 93.11%

GRADE PROMOTION DATA FOR PREVIOUS YEARS

1968-69 Title I Prgm Youth Promotion Rate Promotions: 22,114 Nonpromotions: 1,494 Promotion Rate 93.67%	1968-69 Title I Town Public School Youth Promotion Rate, Same Grade Spans 96.77%
1967-68 Title I Prgm Youth Promotion Rate Promotions: 39,119 Nonpromotions: 2,586 Promotion Rate 93.80%	1967-68 Title I Town Public School Youth Promotion Rate, Same Grade Spans 96.45%
1966-67 Title I Prgm Youth Promotion Rate Promotions: 46,229 Nonpromotions: 3,578 Promotion Rate 92.82%	Data not analyzed, 1966-67
1965-66 Title I Prgm Youth Promotion Rate Promotions: 9,097 Nonpromotions: 734 Promotion Rate 92.53%	No comparison data

PROMOTION RATES FOR ALL CONNECTICUT PUBLIC SCHOOL YOUTH

Grade Spans Reported	1966-67			1967-68		
Elem. Schs.(Grades PreK-8)	361,569	12,907	96.55%	370,309	12,722	96.68%
Middle Schs. (Grades 4-9)	65,113	1,109	98.32%	16,385	293	98.24%
Jr.High Schs. Grades 5-9)				59,452	800	98.67%
High Schools (Grades 7-PG)	98,386	6,290	93.99%	103,580	6,121	94.42%
Combined (Grades PreK-PG)	525,068	20,306	96.28%	550,126	19,936	96.50%

TITLE I YOUTH SCHOOL DROPOUTS, 1969-70

Project Number	Grade Levels	DW's	Remained in School
D2-2	7-8	0	31
C4-1	7-9	0	33
A15-1	7-12	26	1,194
C23-2	7-8	0	7
C25-2	7-8	0	40
D27-2	7-8	0	14
D28-1	7-12	1	37
C33-2	7-8	2	53
D42-8	7-12	2	30
C45-2	7-8	0	24
C52-1	7-12	1	33
B57-4,6,7	7-9	2	77
A59-12	7	0	79
D61-2	7-9	0	5
A64-2	7-12	18	888
D66-1	7-12	0	19
E70-2	K-8	0	7
E71-1,2	7-8	0	19
D74-6	9-12	4	57
D76-2	7-8	0	11
A80-5	7-8	9	36
D83-1	7-12	0	29
C84-1	7-12	2	242
C85-1	7-8	0	8
C88-3	7-8	0	31
D13R-1	7-8	0	31
A89-1	7-12	56	514
C90-2	7-8	0	13
D92-2,3	7-8	0	14
A104-2	12	1	20
D113-2	7-8	0	42
E127-1	7-8	0	6
C126-2	7	0	12
C128-5	7	0	8
E136-3	7	0	1
C137-1	7-11	1	10
C138-2,3,6, 8,13	7-12	3	105
C139-2	7-12	5	71
C140-19	7-8	0	41
D143-1	7-12	0	19
C146-3	7-9	0	76
A151-3,5	7-12	8	163
E154-2	7-12	2	73
B155-1	7-9	1	103
C156-3	7-8	0	13
E160-2	7-8	0	9
D162-1	7-8	0	20
C166-1	9-12	1	24
D169-1,2	7	0	1
E1R-1	9-11	3	24
D4R-2	7-12	2	24
E6R-3	7	0	2
E8R-1	7-9	0	14
C9R-1	7-9	0	25
A93-9	7-9	0	242
A103-1,7	7-12	8	219
C94-2	7-8	0	7

1969-70 Title I Youth School Dropout Rate,
Grades 7 through 12: 3.07%

Towns Reporting Data: 57

(School dropout data for previous years on the following page)

SCHOOL DROPOUT DATA FOR PREVIOUS YEARS

1968-69 Title I Youth Sch Dropout Rate Grades 7 through 12: 4.40% Towns Reporting Data: 65	1968-69 Town Public Sch.Dropout Rate, Same Grade Spans: 3.71%
1967-68 Title I Youth Sch.Dropout Rate Grade 7 through 12: 3.56% Towns Reporting Data: 76	1967-68 Town Public Sch. Dropout Rate, Same Grade Spans: 2.84%

SCHOOL DROPOUT RATES FOR ALL CONNECTICUT PUBLIC SCHOOL YOUTH

Grade Spans Reported	Total DW's	Total Entries	Rate	Total DW's	Total Entries	Rate
Middle Schs. (Grades 4-9)	378	70,038	0.54%	62	17,413	0.35%
Jr.High Schs. (Grades 5-9)				228	62,412	0.36%
High Schools (Grades 7-PG)	6,159	144,078	4.10%	6,148	148,824	3.97%
Combined	6,537	214,116	2.96%	6,438	228,649	2.74%

Attachment I.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Compensatory and
Community Educational Services
Hartford

Tel. 566-3826
566-3006

May 20, 1970

To: Superintendents of Schools and
SADC-Title I Personnel

From: Alexander J. Plante, Chief
Bureau of Compensatory and
Community Educational Services

Enclosed with this letter are copies of guides for current year Title I and SADC program evaluation. The guides are identical to those sent out to school districts in November of this school year.

One of the enclosures discusses priorities to consider in reporting an evaluation. Also enclosed are several copies of an evaluation format for reporting evaluation results. Please return one copy of each Title I or SADC program evaluation to this office by June 30, 1970 for school year programs and August 31, 1970 for programs operating in the summer.

Below are listed project numbers, sources of funds, and dollar amounts for the programs approved during 1969-70 for your school district. This information should be helpful in supplying these details which are called for on the first page of the evaluation format. In the event that the information below is not in agreement with the school district's accounting of the programs, please advise us.

It is hoped that your SADC and Title I efforts are going well. Do not hesitate to call if we can be of assistance.

AJP:ewl
Enclosures
Priorities in Evaluating Title I and SADC Programs
Evaluation of SADC and Title I Programs for FY 1970

Attachment I.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Instructional Services
Bureau of Compensatory and Community Educational Services

To: Superintendent of Schools

From: Alexander J. Plante, Chief

Subject: Application Procedure for Funds under the Provisions of Title I of the Elementary and Secondary Education Act of 1965 during Fiscal Year 1971.

Although final entitlements for fiscal year 1971 under the provisions of Title I of the Elementary and Secondary Education Act cannot be determined at this date, it is known that the funds available will be relatively close to the amount designated for school districts during fiscal year 1970. On the basis of this assumption, let me provide you with the policies which will operate during the present year. Because of the new law which makes it possible to carry over funds from one fiscal year to another, the application procedure becomes a little more complicated if a school district chooses this option.

First, the following procedures will be used in applying for funds during fiscal year 1971 under the provisions of Title I of the Elementary and Secondary Education Act (PL 89-10):

1. Five (5) copies of a program proposal prepared on the basis of the enclosed format should be sent to the Bureau of Compensatory and Community Educational Services of the Connecticut State Department of Education.

2. Special attention should be given in the preparation of the proposal to the concentration of services on a specific target group of children. Further, during fiscal year 1971 effort should be made to abide by the federal guidelines which ask that Title I programs be a supplement to the usual services offered by local school districts and State. This means that the tests of comparability will be met beginning in September of 1971.

3. Application for Title I funds will be accepted up to January 1, 1971 for fiscal year 1971.

Second, for those school districts wishing to carry over fiscal year 1970 funds not expended from their entitlements for programs operating during fiscal year 1971, the following procedures will be used:

1. A separate program proposal must be prepared for the use of fiscal year 1970 funds. If fiscal year 1970 funds are to be used as a part of fiscal year 1971 program, a supplement to the proposal must be prepared showing:

    a. Specific budget items for the use of fiscal year 1970 funds.

b. The method to be used to insure that fiscal year 1970 funds are expended prior to the use of fiscal year 1971 funds. Also, the specific period during which fiscal year 1970 funds will be used.

2. Five copies of either a proposal or a supplement to a proposal should be sent to the Bureau of Compensatory and Community Educational Services of the Connecticut State Department of Education for approval.

3. Separate financial accounting will be necessary for fiscal year 1970 and fiscal year 1971 funds.

4. Application for the use of financial year 1970 funds must be made by January 1, 1971. Reallocation of fiscal year 1970 entitlements will be made after the January 1, 1971 date.

AJP:j

8/10/70

Attachment I.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Instructional Services
Bureau of Compensatory and Community Educational Services

Title I, ESEA Application Procedures

Local school districts must make yearly application for Title I grants. Applications must be made in proposal form adhering to the application format outlined below. Five copies of the proposal should be forwarded for approval to the Bureau of Compensatory and Community Educational Services, Division of Instructional Services, Connecticut State Department of Education.

Application Format

I. Indicate a brief title of the program.

II. State the priority needs of the group of children or youth who have been identified to receive the services of this program. Include information revealing the educational deficiencies that have been assessed for the children and youth identified. In the event that the program has been in operation several years, indicate the specific results that have been attained with previous children.

III. State the program objectives in terms of behavioral changes expected of children and the degree of change that is expected by the end of the year.

IV. Description of the program should include the following information:

1. Number of children to be served.
2. Criteria used for selection.
3. Staff requirements.
4. Location of program activities and services.
5. Whether the program is school year or summer.
6. Precise description of the program activities and services, giving the approximate hours/week of services intended for children to be in the program.
7. Relationship of the program to other relevant aspects of the childrens' school program.

V. Plan to be used to evaluate the objectives of the program and to determine the overall effectiveness of the program.

VI. Program Budget.

VII. Indicate a plan for involving eligible pupils from private schools. State the number of children to be served; analysis of private school children's needs upon which the program activities and services are to be based; the objectives; activities and services; and plan of evaluation of objectives.

AJP:j

8/3/70

Attachment J.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Instructional Services
Hartford

October 16, 1969

PRIORITIES IN EVALUATING TITLE I AND SADC PROGRAMS

During the past four years, Connecticut educators have made enormous strides in the business of evaluating educational growth of children. Copies of school district SADC and Title I program evaluations that have been shared yearly with the Department attest to this fact. Even with this yearly improvement, the question of "how does one evaluate program efforts?" continues to touch off a wide variety of opinions among educators.

While differing opinions will continue to be a healthy situation, it is felt that it is essential to state some priorities that must be addressed in Title I and SADC program evaluations. The essential issues or priorities accomplish two things; provide the incentive and challenge for quality teaching, as well as make it possible to render defensible decisions about the programs to be continued from one year to the next. A third consideration, but not the point of this paper, is to provide some data which permit a statewide analysis of Title I and SADC program efforts.

The essential issues have been stated in the form of questions that follow. Questions 1 and 2 should be addressed initially in every school district evaluation. Questions 3, 4 and 5 provide equally valuable evidence of program results, but their inclusion in a descriptive program evaluation should be determined locally by each school district.

1. What evidence based on test results is there of change in children and youth receiving Title I or SADC program services during this school year?

2. What results are indicated by an evaluation of component goals?

3. How were the following judged by an impartial observer:

   a. Quality of the Title I and SADC teaching?

   b. Appropriateness of the learning activities?

   c. Suitability of the place and time for program activities?

4. How did teachers judge the effectiveness of Title I and SADC efforts?

5. How did parents judge the effectiveness of Title I and SADC efforts?

It is a futile effort that addresses evaluation questions for the first time at the end of the program year. Persons responsible for program evaluation have a "beginning of the year job," an ongoing school year committment, and a "end of the year" responsibility. To be most effective, the evaluation of SADC and Title I programs, and recommendations for future programming should be available to and fully discussed with town educational staff prior to the close of the school year. A time table for accomplishing the evaluation plan follows:

Evaluatory Responsibility at the Beginning of the Year. Identify target children in each school who will be the direct recipients of program services. Check the disadvantagement criteria for each child. Determine the program components operating in each school. Note the kind of help being rendered, the average hours of program services per week for children, the number and type of program staff, and cost for services per school.

Prepare an overall evaluation plan that indicates the goals to be evaluated, instruments to be used, persons responsible for administering instruments, and the time of measuring instrument administration.

Obtain Fall 69 (or previous spring) reading (or math, total test, etc.) performance for SADC and Title I children from test instruments used townwide. Using the average test score information and any staff diagnostic information about target children, predict the "expected gain" of the children that the Title I and SADC programs hope to bring about by the time of post testing.

Ongoing School Year Evaluatory Responsibilities. A constant check needs to be made to assure that the evaluation plan is followed. Often times program modifications come about that the evaluator will discover only upon regular monitoring of the programs.

Evaluatory Responsibility at the Close of the Year. Obtain Spring 70 post test results for target children and evaluate these results compared to: (1) "expected gains," (2) local norms, and (3) national norm expectations. Also, determine whether the average pre-post test results varied among Title I schools; whether the percentage of low, medium, high scores changed from pre to post tests and what the test scores indicate from children who have been in the program over a period of years.

Key objectives of programs should be addressed following the analysis of test information for target children. The cost of programs should be included in program evaluations.

A school district should conclude its evaluation with the recommendation for next year's effort based on the best information regarding guidelines and available funds.

AJP:mo

Attachment K.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
HARTFORD

Telephone: 566-2098

May 28, 1970

To: Superintendents of Schools
From: Alexander J. Plante, Chief
Bureau of Compensatory and Community Educational Services
Subject: Fiscal Year 1970 Title I Application Forms
including Comparability Requirement

Enclosed will be found "Application for Grant" forms to be completed for the town's Title I, ESEA project(s) for fiscal year 1970. As in the past, we have forwarded these forms <u>after</u> the total Title I grants for towns have been made for a given year.

These forms are required by federal legislation and along with your town's proposal serve as an integral part of our records and the required federal audit. Please complete one set of forms for all Title I projects (and only Title I projects) and return the originals to this office by July 1, 1970.

There has been one addition to this revised form and that is in regard to comparability requirements made mandatory by the U.S. Office of Education. U.S. Commissioner of Education, James E. Allen,Jr. in a statement issued to Chief State School Officers stressed the importance of Federal funds (Title I) being used to supplement and not to supplant state or local funds. Also, state local funds are to be used to provide services in the project areas that are comparable to the services provided in non project areas. It has now become mandatory that each LEA provide this information on the enclosed form.

<u>Please note</u>: State Act for Disadvantaged Children funds are not to be included in per pupil expenditures under state and local funds.

Project number(s) and dollar amount approved for your town for fiscal year 1970 have been entered at the top of page 1 of the forms.

Please do not hesitate to call or write if we can be of assistance.

Forward <u>one original copy</u> of the "Application for Grant" form to:

Mr. Joseph F. DePaolo
Compensatory Educational Programs
Division of Instructional Services
Connecticut State Department of Education
165 Capitol Avenue - Room 362
Hartford, Connecticut 06115

Attachment K.

INSTRUCTIONS

APPLICATION FOR GRANT
TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN
under Title I of Public Law 89-10 as amended

SECTION I

ITEM 1: APPLICANT'S NAME AND ADDRESS
Enter the legal name of the applicant agency. If the agency has a more common name by which it is identified, enter also that common name in parentheses. The authorized representative is the official who has been designated by his agency to make a claim for federal funds and is responsible for the correctness and completeness of the information contained in the application. His signature must appear in the appropriate box. The person filling out the application is the individual who should be contacted about information given on this application. If the contact person is the same as the authorized representative, write "same" in the box designated. Otherwise, enter his name, office address, and office telephone number.

ITEM 2: NUMBER OF SCHOOLS AND NUMBER OF SCHOOL AGE CHILDREN RESIDING IN APPLICANT'S DISTRICT.
Include data only for children who are attending or, on the basis of age, could attend the applicant's schools. Do not include children above grade 12 or above age 20. Include under grade span only those grades that are apprcpriate for the ages of the children for whose free public education the applicant is responsible.

Section B: Enter the number of children who are eligible to attend the applicant's schools but who have dropped out of the public or private schools in which they had been enrolled.

ITEM 3: Self-explanatory.

ITEM 4: ELIGIBLE ATTENDANCE AREAS, LOCATION OF ACTIVITIES, AND NUMBER OF CHILDREN EXPECTED TO PARTICIPATE AT SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED.

4A: PUBLIC SCHOOLS SERVING CHILDREN IN ELIGIBLE ATTENDANCE AREAS AND OTHER PUBLIC SCHOOLS WHERE TITLE I ACTIVITIES WILL BE LOCATED.

Column 1: Enter names of schools in the following order and identify with the appropriate letter symbol:
P: All public schools serving eligible attendance areas, whether a Title I activity is conducted there or not.

O: Other public schools, if any, where Title I project activities are located.

I: Public institutions whose children were counted in the determination of the applicant's allocation.

The administering agency of a cooperative project should list all schools within the participating districts and the name of the LEA in whose district the school is located.

Column 2: Enter total current enrollment for all schools listed, including schools in institutions. If an institution does not include a school, enter "NA."

Column 3: Enter number of children who are residing in the area served by each public school and are eligible (by reason of age) to attend that school. The number will include all children enrolled in public or private schools and children eligible to attend but not attending school. Enter "NA" in the lines after institutions listed in column 1.

Column 4: Enter the number of children from column 3 who are from low-income families. Enter "NA" in the lines after institutions listed in column 1.

Column 5: Enter percentage of children from low-income families for each public school attendance area.

4A: Columns 6-10 WHAT COMPARABILITY MEANS

Title I funds must not be used to supplant state and local funds which are already being expended in the project areas or which would be expended in those areas if the services in those areas were comparable to those for non-project areas. Within a district instructional and auxiliary services and current pupil instructional expenditures provided with state and local funds[1] for children in project areas must be comparable to those services and expenditures provided for children in non-project areas. These services and expenditures must be provided to all attendance areas and to all children without discrimination. Services that are already available or that will be made availalbe to children in the non-project areas must be provided on at least an equal basis in the project areas with state and local funds rather than with Title I funds.

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[1] excluding State Act for Disadvantaged Children Funds

Criterion A (Includes two indicators):

As part of its criterion, the State educational agency shall require the submission by the local educational agency of information concerning both groups of comparability indicators outlined below.

Columns 6, 7, 8: COMPARABILITY OF DISTRIBUTION OF STAFF:

	Each School Included in Project Application	Average Non-Project Area Schools
a. Pupil/Teacher Ratio		
b. Pupil/Non-Teaching Professional Staff Ratio		
c. Pupil/Instructional Non-Professional Staff Ratio		

In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, the full-time equivalent of part-time personnel or personnel whose time is divided among at least two of the three ratio areas shall be entered in each respective area. In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, if a person is paid in part with federal funds and in part with state and local funds, only the full-time equivalent of the proportion of his time paid for with state and local funds shall be entered in each respective area.

For the purposes of this criterion, a "teacher" is a professional person employed to instruct pupils or students in a situation where the teacher and the pupils or students are in the presence of each other. Teachers who are assigned administrative and other non-teaching duties are not to be counted in computing the pupil/teacher ratio. Principals, librarians, guidance counselors, psychologists, social workers, etc., are to be considered as non-teaching professionals.

Columns 9, 10: COMPARABILITY OF SPECIFIC SERVICE PRIOR TO ADDITION OF TITLE I FUNDS:

For services to be provided through a Title I project grant, the local educational agency shall certify that the specific Title I funded service does not simply match services already being provided in non-project schools. In so doing the local educational agency shall describe the services (of the type applied for) already provided

by state and local funds in project and non-project schools. For example, if a local educational agency requests Title I funds to finance a reading program in a project area school, it shall provide comparative data on the provision of reading help to that school and to non-project area schools before the addition of Title I funds to the project area school.

and

Criterion B (Includes one indicator):

THE AVERAGE PER PUPIL INSTRUCTIONAL EXPENDITURE IN EACH PROJECT AREA SCHOOL IS EQUAL TO OR GREATER THAN THE AVERAGE PER PUPIL INSTRUCTIONAL EXPENDITURE IN NON-PROJECT AREA SCHOOLS.

"Average per pupil instructional expenditure" is defined as the aggregate of "current pupil instructional expenditures" (in turn defined as expenditures from state and local funds for salaries of principals, teachers, consultants or supervisors, other instructional staff, secretarial and clerical assistants; other salaries for instruction; expenditures for textbooks, materials and teaching supplies, school libraries, and audio-visual equipment, all as set forth in the 200 Series of Expenditure Accounts in Financial Accounting for Local and State School Systems - OE 22017) divided by the aggregate number of children in average daily membership in each school.

or

Criterion C (Includes one indicator):

COMPARABILITY OF TOTAL INSTRUCTIONAL PERSONNEL EXPENDITURE PER PUPIL:

	Each School Included in Project Application	Average Non-Project Area Schools
Total Instructional Personnel Expenditure Per Pupil		

The local educational agency shall provide data comparing the total instructional personnel expenditure per pupil in project area and non-project area schools. This figure should include the salary expenditures for teachers and non-teaching professionals; and should include non-professional staff serving in an instructional capacity. The salaries of part-time employees shall be included on the basis of their full-time equivalent and the state and local portion of salaries paid to persons who are paid in

part with federal funds and in part with state and local funds shall be included on the basis of their full-time equivalent.

Points of Clarification and Definition for Criterion A, Criterion B, and Criterion C.

1. "Project Area Schools" is defined as those schools within the school district participating in a Title I project. "Non-Project Area Schools" is defined as those schools within the district not eligible for Title I assistance.

2. Data submitted by the local educational agency to the state educational agency shall be based on information derived from the most recent school year for which complete data are available.

3. The local educational agency should use the standard accounting procedures specified in Handbook II: Financial Accounting for Local and State School Systems.

4. Data shall reflect expenditures and services during the academic year (excluding summer session) and should be presented on the basis of schools servicing similar grade levels. Schools with 12 month Title I programs should be able to demonstrate equivalence to comparability for the regular school year.

5. To be eligible for Title I funding of summer programs, the local educational agency must demonstrate that its project area schools were comparable to those in non-project areas during the previous school year.

6. The cost of determining comparability may be allowed as part of Title I administrative costs.

7. The state agency may request local educational agencies to submit additional comparability information where the submitted applications do not clearly demonstrate comparability of school services.

ITEMS 4B and 4C: Self-explanatory

ITEM 5: PARTICIPANTS. Indicate term covered by this report.

5A: ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

Columns 2 and 3: Enter the number of children who participated in the project according to their grade level and the type of school in which they were enrolled. Include dropouts and any children in ungraded programs in the grade in which they, by reason of age, would be expected to be enrolled.

5B: RESIDENT CHILDREN BY ETHNIC GROUP

Enter unduplicated count of children by racial or ethnic characteristics as indicated. Identify in "other" any specific ethnic group whose language or cultural background could be a factor in the development of the Title I program. Classify all other children as "white".

Attachment K.

APPLICATION FOR GRANT

Under Title I of Public Law 89-10 As amended
For Fiscal Year Ending June 30, 1970

Town	Project No.(s)	Total Allocation	Total Amount Approved

1

Applicant (Legal Name of Agency)	Name & Title of Authorized Representative
Mailing Address(Street,City or Town)	Signature

State	County	Zip Code	Tel.(Area Code & No.)	Date Signed

Name & Title of Person Filling Out Application	Mailing Address	Tel.No.

2

Number of Schools & Number of School-age Children Residing in Applicant's District (as of October 1, 1969)

	Resident Children			Grade Span	Total Number of Schools	Total Number of Resident Children
A	Enrolled in:					
	1.Public Schools	a	In Applicant's School district			
		b	In other school district (s)		xxxxxxxx	
	2.Private Schools	a	In Applicant's school district			
		b	In other school district(s)	xxxx	xxxxxxxx	
	3.Institutional Schools for Neglected or Delinquent Children					
B	Not Enrolled in any School but Eligible for Enrollment				xxxxxxxx	
C	Total No.of schools & resident children in applicant's district (Sum of 2A and 2B)					
D	No. of children (included in Item 2C) who come from low income families					

3

Concentration of Children From Low Income Families

A	District-wide Percentage(Item 2D÷2C) ____ % (Refer to Item 2 above)	B	Average No. Per School Attendance Area (Item 2D÷2A) _____

4. Eligible attendance areas, location of activities, and number of children who participated at schools where Title I activities were located. (As of October, 1969)

	Name of Public School (List in rank order of low-income per columns 4-5) (Designate Title I schools	Total No. children enrolled in each school (As of 10/1/69)	No.of children residing in attendance areas			Comparability:Distribution of Staff as of 10/69			Comparability: Specific Services as of 10/69	
			Total	No.of low income pupils	% of low-income per enrllmt; Cols.4÷3	F.T.E.* Pupil/ Tchr Ratio	F.T.E.* Pupil/ NonTchr Staff Ratio	F.T.E.* Pupil/ Instr NonProf Staff Ratio	Average Per Pupil Expenditure Per School OR	Total Instruct. Personnel Expenditure Per Pupil
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
	Total									
	Average for Non-Title I Project Schools									
B	1969-70 Services Provided Through Title I									
C	1969-70 Services (of the type being applied for under Title I) already provided by state and local funds in project and non-project schools:									

*Full-time Teacher Equivalent

5

PARTICIPANTS (Unduplicated count) - Include in Item A all children who participated in Title I, ESEA. If some children who participated were enrolled in institutional schools, include these children as either public or private school children according to the administrative control of the institution.

Note: If Title I activities covered both regular and summer terms, a separate Item 5 shown below, should be provided to cover each school term.

CHECK ONE TO IDENTIFY THE SCHOOL TERM BEING REPORTED ON:
A____Regular School Term B___Summer Term Only

A Unduplicated Number of Participating Children by Grade Level and Type of School

	Grade Level	No. Enrolled in Public Schools	No. Enrolled in Private Schools	Total (Col. 2+3)
	1.	2.	3.	4.
1	Pre-Kindergarten			
2	Kindergarten			
3	Grade 1			
4	Grade 2			
5	Grade 3			
6	Grade 4			
7	Grade 5			
8	Grade 6			
9	Grade 7			
10	Grade 8			
11	Grade 9			
12	Grade 10			
13	Grade 11			
14	Grade 12			
15	TOTAL (Sum of 1 thru 14):			

B Resident Children by Ethnic Groups

1 Total number of resident children in applicant's district by ethnic groups

White	Negro	American Indian	Puerto Rican	Oriental	Spanish Surname	Other (Specify)	Total(Same as Item 2C; last column)

2 Estimated number of resident children who participated in Title I activities by ethnic groups

White	Negro	American Indian	Puerto Rican	Oriental	Spanish Surname	Other (Specify)	Total (Same as Item 5A-15 (4)

Attachment L.

EVALUATION OF SADC AND TITLE I PROGRAMS

FOR FY 1970

(1) Source of Program Funds.
( ) Title I
( ) SADC
( ) Jointly Funded Title I and SADC

(2) Period of Project:
( ) School year project only
( ) Summer project only
( ) School year and summer project

(3) Name(s) of public schools where children received the services of the program:

Program Director _____

Program Evaluator _____

Date this Report was Distributed to the Staff: _____

Descriptive Title of Program:

_____

SADC Amount Approved $_____

Title I Amount Approved $_____

Project No._____

Town _____

(4) List the number of staff members of the following classification whose total or partial salaries were included in the program budget:

( ) teacher

( ) aide

( ) administration

( ) special service (counselor, psychological examiner, speech therapist, social worker, or medical)

( ) unpaid volunteers

(5) Give an unduplicated count of public school children directly served by this program. _____

(6) Give the unduplicated count of public school children served by grade level.

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other

(7) a. Indicate the average hours per week per child of direct program services. _____

b. Indicate the duration in weeks of project activities for youth. _____

(8) List below the criteria used to select children for services of the program being evaluated (economic criteria and educational criteria)

9a. If Children from eligible Title I attendance areas who attended non public schools met the criteria to receive services, and received services of the town's Title I ESEA program - - - indicate the number of such children and the names of the non public schools from which they came.

9b. Describe the specific services these children received.

9c. If the Title I services for non public school children were different from the services provided for public school children, indicate the value of such services on a separate page and attach to this report.

10a. List the number of children and youth directly served by the project who were promoted to the next grade level at the end of school year 196[illegible]-[illegible]. _____

b. List the number of children and youth directly served by the project who were not promoted to the next grade level at the end of school year 196[illegible]-[illegible]. _____

11a. Give the aggregate days of attendance for the school year of children and youth directly served by the project. _____

b. Give the aggregate days of membership for the school year of children and youth directly served by the project. _____

12a. List the number of grade 7-12 youth served by the project who withdrew from school but were not transfer withdrawals, from July 1, 196[illegible] to June 30,1970. _____

b. List the number of grade 7-12 youth served by the project who remained in school from July 1, 196[illegible] to June 30, 19[illegible]. (Subtract the number of grade 7-12 withdrawals from the total number of grade 7 through 12 public school youth served in the program which is indicated on page 1 of this report) _____

13. Report the standardized test results secured for children in the program in TABLE I on the following page.

TABLE I

Town_____

STANDARDIZED TEST RESULTS FOR STUDENTS PARTICIPATING IN TITLE I AND SADC PROGRAMS

GROUP PRE-TEST SCORES BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and above

GROUP POST-TEST SCORE BY GRADE LEVEL

Group* Designation	Name of Test	Test Subsection	Form	Month and Year Admin.	No. of Children	Grade Level	Mean Raw Score	Mean Grade Equiv. Score	Median Percentile Score	NO. OF STUDENTS SCORING ACCORDING TO NATIONAL NORM			
										25th %-tile and below	26th to 50th %-tile	51st to 75th %-tile	76th %-tile and above

*Any symbol used that identifies pre-test results with post-test results for the same group for children.

14. What evidence based on test results is there of change in children and youth receiving Title I or SADC program services during this school year? Compare program children gains with the staff's "expected gains", with local norms and with national norms.

15. Evaluation of Objectives: Use the following chart form in restating and evaluating the objectives directly related to changes expected of children and youth receiving project services.

Give the evaluator's INTERPRETATION of the FINDINGS for each objective. The INTERPRETATION should follow the last FINDING for a given objective and occupy the space of two or more columns.

If additional pages are used in reporting objective evaluation, continue the use of 8½x11 paper in "chart form" as arranged on this first page.

OBJECTIVE or LEARNING OUTCOME	Major Project ACTIVITIES and Services: A running narrative of the project description	EVALUATIVE INSTRUMENT or technique designated to measure growth toward the objective, including: when used, with whom, by whom constructed, and other pertinent data	State the FINDINGS from the data given

15. Aside from the evaluation made of program objectives, indicate any <u>successful outcomes</u> resulting from Title I or SADC efforts in the town during the past year.

16. Aside from the evaluation made of program objectives, indicate any <u>problems</u> resulting from Title I or SADC efforts in the town during the past year.

17. State the recommendations for the future consideration of this program. Base the recommendations on the findings and conclusions of this evaluation report.